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ABSTRACT

This small animal care course guide is designed for students who will be seeking employment in veterinary hospitals, kennels, grooming shops, pet shops, and small-animal laboratories. The guide begins with an introductory section that gives the educational philosophy of the course, job categories and opportunities, units of instruction required for various job titles, and floor plans for a classroom in small animal care. The remainder of the guide presents lessons in the following eighteen areas: (1) basic skills, (2) office skills, (3) kennel operation, (4) animal handling and restraining, (5) basic grooming, (6) technical skills, (7) dog clipping, (8) laboratory animals, (9) pet shops, (10) nutrition, (11) breeding, (12) introduction to professional handling, (13) introduction to obedience training, (14) kennel development, (15) advanced professional handling (16) show-grooming techniques, (17) advanced obedience training, and (18) preparing for employment. Each lesson plan is divided into teacher activities and student activities, estimated time, related theory and concepts, and visual aids. Student handouts are appended. (LRA)

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Department of Education
Division of Vocational Education
and Career Preparation

Small Animal Care

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INTRODUCTION

This Small Animal Care course was designed for students who will be seeking employment in veterinary hospitals, kennels, grooming shops, pet shops, and small-animal laboratories.

It was designed to provide students with opportunities to:

1. Develop those attitudes which contribute to successful small animal care and client rapport.
2. Establish the correct safety habits needed when working with small animals.
3. Use the various reference texts, materials, and handouts available in the classroom.
4. Acquire the skills needed in dog and cat grooming, including show grooming and shop operation.
5. Acquire the skills needed in a successful pet-shop operation.
6. Acquire the skills needed to be a successful dog trainer.
7. Acquire the skills needed to be a professional handler at a dog show.
8. Acquire the skills needed to be a successful receptionist in the field of Small Animal Care.
9. Acquire the skills needed to be a successful small animal technician.
10. Develop basic skills in the housing, handling, feeding, and breeding of laboratory animals.

The course is a two-year program that meets 3 hours a day for 36 weeks each year.

EDUCATIONAL PHILOSOPHY OF THE COURSE

A. Basic philosophy of the course in Small Animal Care

1. This course is directed to one primary goal, gainful employment in the field of Small Animal Care. The content corresponds to the needs and qualifications required in the job market. The course should be frequently examined and re-evaluated to keep up with modern techniques used in the field.
2. A well-organized course in Small Animal Care offers opportunities to all types of persons. The student should develop skills not only in working with animals, but in getting along with fellow classmates and clientele as well. Since the course involves dealing with the public, this opportunity is provided.
3. The graduate of the course will be able to solve problems common to the occupation. This ability, along with the skills of the occupation, will prepare him or her for entry in the field of Small Animal Care.

B. Objectives of the Course

1. To prepare the student for gainful employment in the field of Small Animal Care. This is the first and foremost objective of the course.
2. To instill in the student an attitude of responsibility for the work, which attitude will help make him or her a responsible citizen.
3. To teach the student to be efficient and truly earn the salary received. Work must be acceptable in both quality and quantity.
4. To develop confidence, leadership, and if possible, management qualities.

JOB CATEGORIES AND OPPORTUNITIES

People who work in the field of Small Animal Care must be devoted to the care and well-being of animals. In order to be effective workers, they must be able to keep their heads under all circumstances, whatever problems may arise. The job involves both pleasant and unpleasant tasks, from grooming to cleaning up feces.

Working conditions and incomes vary within the field of Small Animal Care. It has been our experience that a work week consists of a good 40 hours; actual days worked may shift according to the job. Likewise, income varies with the type of job, but generally starting incomes may be between \$125 and \$150 per week (1979) for inexperienced help. For experienced help, incomes may range from \$150 to \$250 per week (1979). Vacations and benefits are at the discretion of the employer.

Within the field of Small Animal Care, there are various areas the student may enter. In order of complexity, they are: kennel operator, receptionist, groomer, and animal care technician.

Kennel Operator The kennel operator's job is to manage the kennel where the animals are kept. This person is responsible for maintaining cages, runs, equipment, and supplies in the kennel. All feeding, bathing, and assisting in animal treatments are done by the kennel attendant. In many cases, the duties will extend to the front office, where greeting clients and handling records may be required.

Receptionist The receptionist may work in a grooming shop, a boarding kennel, or a veterinary hospital. His or her main duties are to greet clients, make appointments, keep client medical-history cards, file, prepare bills, and assist the veterinarian in examination rooms. Also, the receptionist is usually in charge of dispensing and filling prescriptions issued by the veterinarian.

Groomer Professional groomers may either work for an employer in a grooming shop or work for themselves in their own shops. Duties consist not only of grooming dogs and cats, but also office duties as well. A groomer may be required to schedule and make appointments, handle monies, and keep client history records. Professional groomers are experts in handling and restraining dogs and cats to be groomed and in knowing the overall outward condition of animals being groomed. Hours worked may be staggered, depending on how efficient each groomer is and how much income is desired.

Professional Handler and Assistant Handler Handlers condition, care for, and show clients' dogs at various dog shows and circuits. Most grooming is done by the handlers, who usually operate their own kennels. Handlers must know not only how to show dogs and care for them, but also how to "handle" and talk to people.

Dog Trainer Dog trainers are responsible for training dogs, whether it is in simple obedience or attack work. They must be experienced in working with all types of dogs and familiar with their problems. Some trainers will show a client's dog for a fee, while others may teach clients to train their own dogs. Dog trainers must know both kennel management and client rapport, since most of them work out of kennels or own their own kennels.

Pet Shop Operator Pet shop operators must not only have skills in the care and maintenance of animals, but also be good business managers. They are responsible for selling, keeping the books for the shop, and keeping a high turnover of merchandise. Pet shop operators must also know grooming skills, so that the animals brought in for grooming are done correctly.

Animal-Care Technician Animal-Care Technicians have greater technical skills than kennel attendants and groomers. They have additional knowledge in anatomy and body functions, and do much practical lab work. Students completing the program with this status will be equipped to enter a post-high school veterinary-technician program, or be better qualified as an employee in a veterinary hospital.

Units of Instruction Required for Various Job Titles

Kennel Operator

- I General Skills and Concepts
- III Kennel Operation
- IV Animal Handling and Restraining
- X Nutrition
- XIV Kennel Development
- XVIII Preparing for Employment

Receptionist

- I General Skills and Concepts
- II Office Skills
- IX Pet Shop
- XVIII Preparing for Employment

Groomer

- I General Skills and Concepts
- II Office Skills
- III Kennel Operation
- IV Animal Handling and Restraining
- V Basic Grooming
- VII Dog Clipping
- XVIII Preparing for Employment

Professional Handler

- I General Skills and Concepts
- IV Animal Handling and Restraining
- V Basic Grooming
- XII Introduction to Professional Handling
- XV Advanced Professional Handling
- XVI Show-Grooming Techniques
- XVIII Preparing for Employment

Dog Trainer

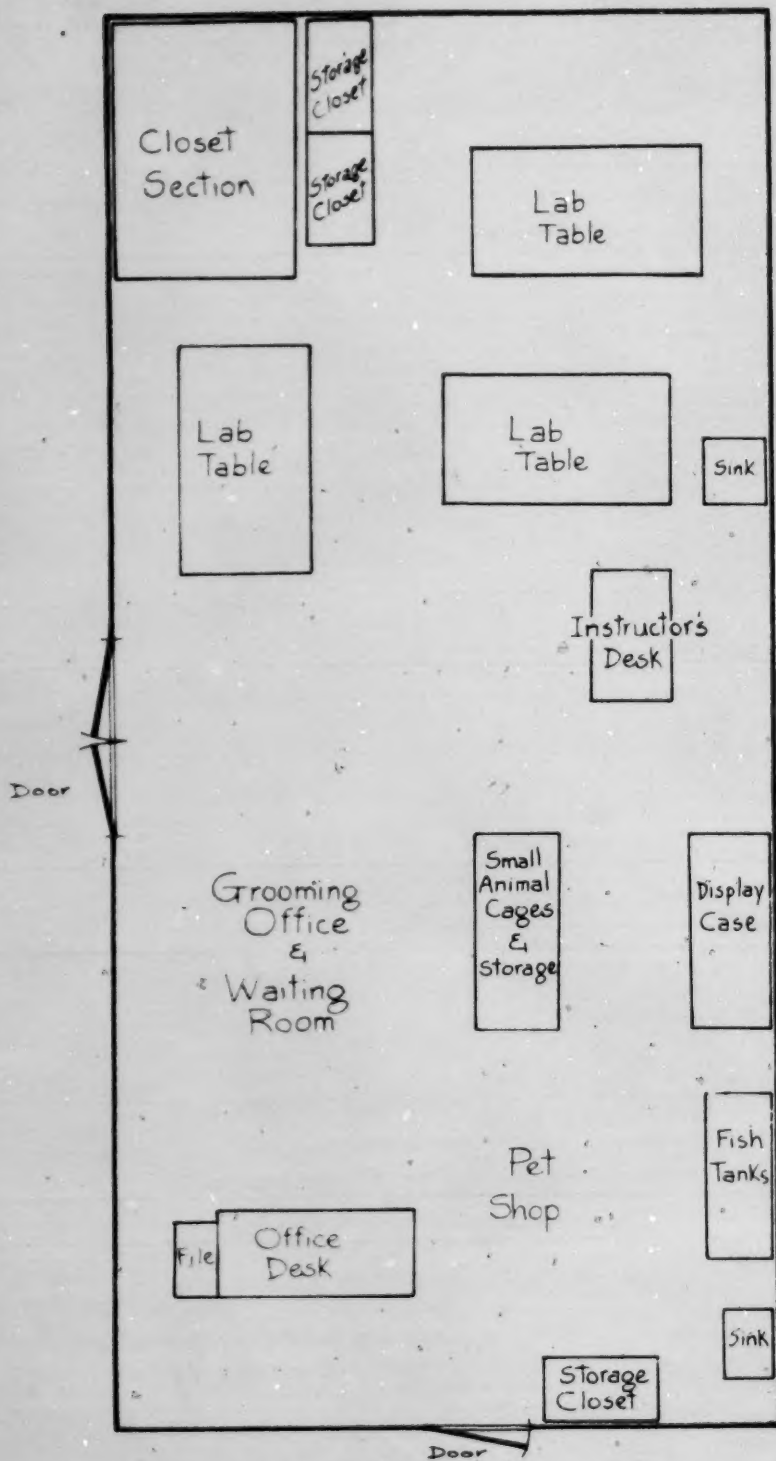
- I General Skills and Concepts
- IV Animal Handling and Restraining
- XIII Introduction to Obedience Training
- XVII Advanced Obedience Training
- XVIII Preparing for Employment

Pet Shop Operator

- I General Skills and Concepts
- III Kennel Operation
- IV Animal Handling and Restraining
- IX Pet Shop
- X Nutrition
- XVIII Preparing for Employment

Animal-Care Technician

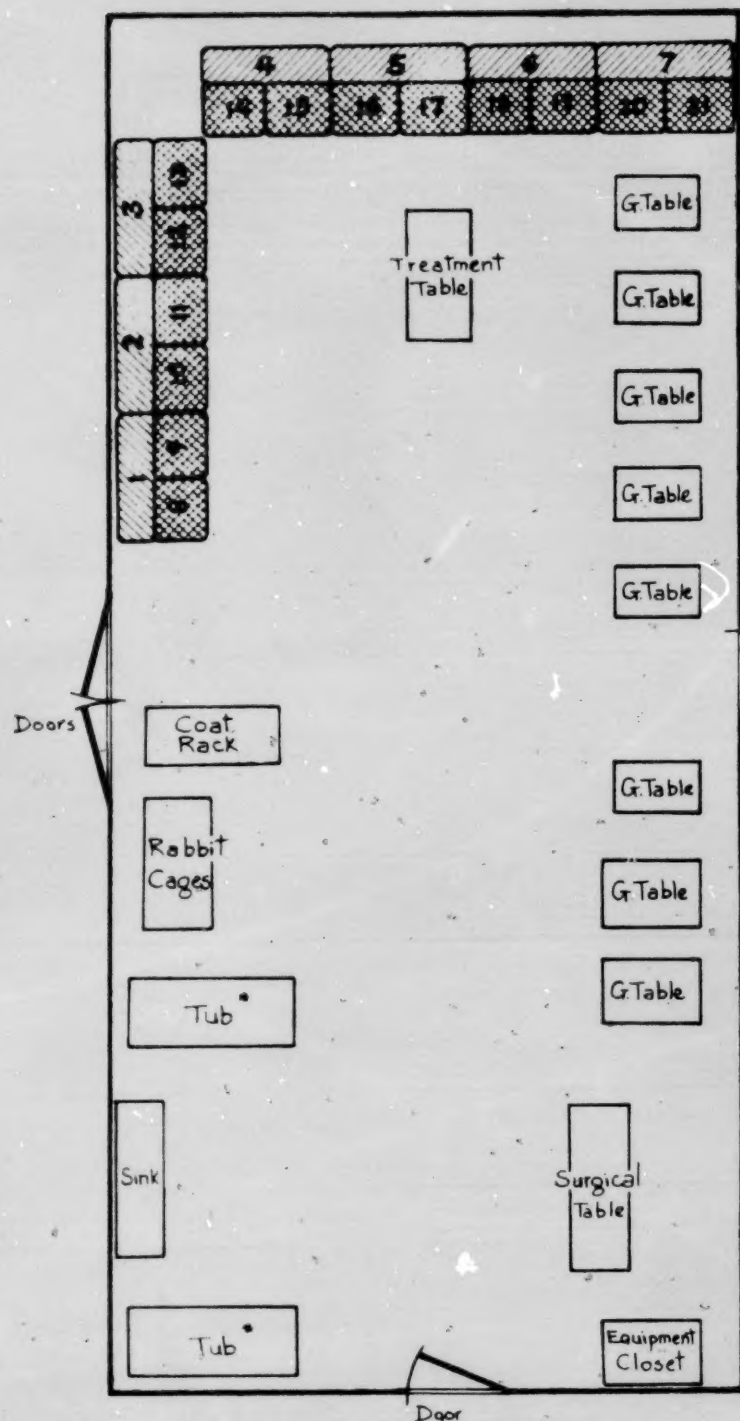
- I General Skills and Concepts
- IV Animal Handling and Restraining
- VI Technical Skills
- VIII Laboratory Animals
- X Nutrition
- XI Breeding
- XVIII Preparing for Employment



Dimensions

Length	43'
Width	20'
Closet	
Section	8' X 5'8"
Lab	
Tables	7' X 4'
Storage	
Closets	3½' X 2'
Sink	2' X 2'
Inst's. Desk	4' X 2½'
Office Desk	6' X 2½'
File	2'2" X 1'3"
Display Case	6' X 2½'

Existing Floor Plan for a Classroom in Small Animal Care
(Grooming Office, Laboratory, and Pet-Shop Area)



Dimensions

Length	42'
Width	19' 4"
Height	6' 2"
plus	2' 2" center ceiling

Cages No 1 to 7 = 4' X 2½'

" No 8 to 21 = 2' X 2'

(Above the other cages)

Small Grooming Tables

1½' X 2½'

Large Grooming Tables

2' X 3'

Treatment Table

46" X 22"

Surgical Table

60" X 22"

Tubs

60" X 24"

Equipment Closet

2' X 3'

Sink

4'10" X 1½'

Rabbit Cage

2' X 4'

Coat Rack

4'2" X 1'9"

Existing Floor Plan for a Classroom in Small Animal Care (Kennel Area)*

* If possible, the tubs should be nearer to the dog cages. The rabbit cages could be farther away.

UNIT I – GENERAL SKILLS AND CONCEPTS

Job Titles: All

Unit I – General Skills and Concepts

Lesson 1

Practicing Safety

Objective: Given a copy of the ten safety rules of the shop, students will be able to demonstrate knowledge of these rules by achieving 100% correct answers on a quiz.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and explain safety rules.	20 min	Discuss safety rules.			"Safety Rules" (I-1a)
Demonstrate proper safety in the shop area.	20 min	Observe safety rules demonstrated.			Shop equipment and live dog.
Assign safety quiz.		Written quiz	20 min		"Safety quiz" (I-1b)

Unit I — Basic Skills

Lesson 2

Anatomy of the Dog

Objectives: Given a drawing of external dog parts, students will be able to identify 25 parts of the dog, including areas dangerous when grooming, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Using handout, explain the 25 parts of the dog, paying particular attention to the areas dangerous when grooming.	20 min	Study sketch and take notes.		<i>Dog Standards Illustrated*</i>	Sketch of external dog parts, "Profile of a Dog." (1-2a)
Using a live dog, point out parts and areas dangerous when grooming.	20 min	Observe and examine parts and dangerous areas of the live dog.			Live dog
Administer performance test.		Take performance test.	20 min		
Hand out blank diagram of dog parts as written quiz.		Write in answers on sketch.	15 min.		Sketch of the dog, with blanks to be filled in (1-2b)

Unit I – Basic Skills

Lesson 3

Dog Breed Identification

- Objectives:**
1. Students will be able to give a brief background history of the dog on a written test, with 60% accuracy.
 2. Students will be able to list the six dog groups according to A.K.C. standards and the original purpose of each on a written test, with 70% accuracy.
 3. Students will be able to list three breeds of dogs in each group and state the outstanding characteristics of each on a written test, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss brief history of the dog, dating from its origin to the present.	20 min	Discuss and take notes.		<i>Encyclopedia of Dogs</i>	"Brief History of the Dog" (I-3a 1, 2)
Discuss the six A.K.C. dog groups and the purpose of each.	2 hr.	Discuss and take notes.		<i>The Complete Dog Book</i> <i>Purina Handbook of Dogs</i>	"A.K.C. Dog Groups" (I-3b)
Discuss three breeds in each group, pointing out the breed standards. Show live examples of each breed.	2 hr.	Point out fine points and faults of live dogs, as you would do in a dog show. Performance test.		<i>The Complete Dog Book</i> <i>Dog Standards Illustrated</i>	"A.K.C. Dog Breeds" (I-3c 1, 2, 3, 4, 5)
Assign written test of dog-breed identification according to A.K.C. standards.		Complete written test. Name the six dog groups, their original purpose, and three breeds in each group.	25 min.	<i>Handbook of Dog Care</i>	Dog Breed Quiz (I-3d)

Unit I – Basic Skills

Lesson 4

Anatomy of the Cat

Objective: Given a sketch of external cat parts, students will be able to identify and list 22 parts of the cat, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Point out and explain the 22 parts of the cat.	20 min.	Discuss and take notes.			Sketch of external cat parts, "Profile of a Cat" (I-4a)
Using a live cat, point out parts and their function.	20 min.	Observe and examine parts of the cat Performance test.	20 min.		Live cat
Assign written test on external parts of a cat.		Complete written test.	15 min.		Sketch of the cat, with blanks to be filled in. (I-4b)

Unit I – Basic Skills

Lesson 5

Cat Breed Identification

- Objectives:**
1. Students will be able to give a brief background history of the cat on a written test, with 60% accuracy.
 2. Students will be able to list eight breeds of cats and the standards for each on a written test, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss brief history of the cat, dating from its origin to the present.	20 min.	Discuss and take notes.		<i>Purina Handbook of Cat Care</i>	"The Brief History of the Cat" (I-5a)
Discuss eight breeds of cats and the standards of each. Use live examples, using two or more of the same breed so students may compare. Illustrate "mask" and "points" on appropriate animals.	2 hr.	Discuss and examine cat breeds and judge which is the closest to the standard of the breed. Performance test		<i>The Complete Book of Cat Care</i> <i>Handbook of Cat Care</i>	"Cat Breeds" (I-5b, 1, 2), descriptions of individual breeds (I-5c), live cats, and field trips to cat show
Assign written test of cat-breed identification, including brief history.		Compare written test.	25 min.		Cat Breed Test (I-5d)

UNIT II – OFFICE SKILLS

Job Titles:

Receptionist

Groomer

Unit II – Office Skills

Lesson 1

Geeting Clients

Objective: Students will be able to greet clients politely and attend to their needs in person or on the telephone.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of greeting clients in a friendly manner for the purpose of promoting good business.	10 min	Discuss and take notes.	10 min		
By role-playing, demonstrate the correct procedure for greeting clients in person or by telephone.	10 min	Practice through role-playing, and practice with customers. Performance test	2½ hrs.		

Unit II – Office Skills

Lesson 2

Appointment Making

Objective: Given an appointment book, students will be able to make appointments for clients whose animals are coming into the shop, with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and demonstrate proper procedure for appointment-making. By role-playing, demonstrate proper techniques for establishing rapport with client.	15 min	Discuss and practice making appointments. Use proper techniques in establishing rapport by role-playing.	45 min		Appointment form (II-2)
		Performance test	20 min		

Unit II – Office Skills

Lesson 3

Using the Telephone

Objective: Students will be able to receive and make calls on the telephone with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct telephone practice as related to good business practice.	10 min	Discuss and take notes.			
Demonstrate answering the phone and making necessary calls through role-playing.	10 min	Practice through role-playing and handling actual calls. Performance test	2½ hrs.		

Unit II – Office Skills

Lesson 4

Recording Client History Cards

Objective: Given a blank client history card, students will be able to properly record information requested from client with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for keeping client history cards	10 min	Discuss and take notes.			Sample client history card (II – 4)
Demonstrate how to properly record client history card, including good client rapport.	15 min	Practice recording client history cards.			Client history cards
		Performance test	25 min		

Unit II – Office Skills

Lesson 5

Recording Cage Identification Cards

Objective: Given a blank cage identification card, students will be able to record information requested on the card from client history card, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of using cage identification cards.	10 min	Discuss and take notes.			Sample cage identification card (II - 5)
Demonstrate how to properly record information requested on cage identification cards.	15 min	Practice recording information requested on cage identification card.			Cage identification cards
		Performance test	25 min		

Unit II – Office Skills

Lesson 6

Recording Release Forms

Objective: Given a blank release form, students will be able to fill in necessary information requested in form with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the reasons for using release forms.	10 min	Discuss and take notes.			"Patron Record" (release form, II – 6)
Demonstrate how to properly record information requested on release form.	15 min	Practice recording information on release form.			Release forms
		Performance test	25 min		

Unit II – Office Skills

Lesson 7

Filing System

Objective: Given client history cards, students will be able to tabulate and file cards with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of keeping an orderly filing system.	10 min	Discuss and take notes.			Field trip to animal hospital
Demonstrate proper procedure in tabulating and filing client history cards.	15 min	Practice filing client history cards.			Client history cards and filing cabinet
		Performance test	25 min		

UNIT III — KENNEL OPERATION

Job Titles:

Kennel Operator

Groomer

Unit III – Kennel Operation

Lesson 1

Manager's Duties

Objective: Given a manager's checklist, students will be able to act as kennel managers, assigning duties to other students and evaluating them.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for having a manager and the manager's role in the kennel. Point out that the most important part of the manager's work is maintaining absolute cleanliness throughout.	10 min	Discuss and take notes.			Kennel Managers' Schedule (III – 1)
Demonstrate how to manage the kennel operation	2½ hrs	Practice duties of the kennel manager. Performance test			

Unit III – Kennel Operation

Lesson 2

Cage Sanitation and Disinfection

Objective: Given a sponge mop, bucket, germicidal detergent, and towel, students will be able to completely clean and wipe dry a cage, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of sanitizing and disinfecting animal cages.	10 min	Discuss and take notes.			Field trip to boarding kennel
Demonstrate correct mixing of germicidal detergent.	5 min	Correctly mix detergent.	5 min.		
Demonstrate proper procedure for washing and drying animal cages.	10 min	Practice washing and drying cages.	30–45 min.		
		Performance test	30 min.		

Unit III — Kennel Operation

Lesson 3

Dog Run Sanitation and Disinfection

Objective: Given a scooper, sponge mop, bucket, germicidal detergent, and hose, students will be able to completely clean dog runs, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of sanitation and disinfection of dog runs.	10 min	Discuss and take notes.			Field trip to boarding kennel
Demonstrate correct mixing of germicidal detergent.	5 min	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for scooping and washing of dog runs.	15 min	Practice scooping and washing dog runs.	30 min		
		Performance test	30 min		

Unit III – Kennel Operation

Lesson 4

Grooming and Examination Table Sanitation

Objective: Given a sponge, bucket, germicidal detergent, and towel, students will be able to correctly and completely clean and dry grooming and examination tables, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of sanitizing and disinfecting grooming and examination tables.	10 min.	Discuss and take notes.			
Demonstrate correct mixing of germicidal detergent.	5 min.	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for washing and drying grooming and examination tables.	15 min.	Practice washing and drying grooming and examination tables.	15 min.		
		Performance test	15 min.		

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Unit III – Kennel Operation

Lesson 5

Water Bowl Sanitation and Disinfection

Objective: Given a wash tub, sponge, germicidal detergent, and towel, students will be able to completely clean and dry water bowls, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of sanitation and disinfection of water bowls.	10 min	Discuss and take notes.			
Demonstrate correct mixing of germicidal detergent.	5 min.	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for washing and drying water bowls.	15 min	Practice washing and drying water bowls.	15 min		
		Performance test	15 min		

Unit III – Kennel Operation

Lesson 6

Floor Sanitation and Disinfection

Objective: Given a pushbroom, dust pan, bucket, mop, and germicidal detergent, students will be able to correctly and completely clean floor, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of floor sanitizing and disinfecting.	10 min	Discuss and take notes.			
Demonstrate correct mixing of germicidal detergent.	5 min.	Practice correct mixing of germicidal detergent.	5 min.		
Demonstrate correct procedure for sweeping and washing floor	10 min	Practice sweeping and washing floor.	20 min		
		Performance test	20 min		

UNIT IV – ANIMAL HANDLING AND RESTRAINING

Job Titles:

Kennel Operator

Groomer

Small-Animal-Care Technician

Unit IV – Animal Handling and Restraining

Lesson 1

Dog Handling

- Objectives:**
1. Given a leather lead, students will be able to securely remove dogs from cages and put them in runs, with 75% accuracy.
 2. Given a leather lead, students will be able to secure a loose dog in the kennel satisfactorily in five minutes, with 75% accuracy.
 3. Given a leather lead, students will be able to correctly lift a dog, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct dog handling.	10 min	Discuss and take notes.			Field trip to animal hospital
Demonstrate correct procedure for securely removing dogs from cages and putting them in runs.	30 min	Practice removing dogs from cages and putting them in runs.	30 min		
Demonstrate correct procedure for securing loose dogs in the kennels.	15 min	Practice securing loose dogs in the kennel.	30 min		
Demonstrate correct procedure for lifting dogs.	10 min	Practice lifting dogs.	30 min	<i>U.F.A.W. Handbook</i>	
		Performance test			

Unit IV – Animal Handling and Restraining

Lesson 2

Dog Restraint

- Objectives:**
1. Given a leather lead, students will be able to correctly and securely restrain a dog, with 75% accuracy.
 2. Given a gauze bandage, students will be able to securely muzzle a dog, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct dog restraint.	10 min	Discuss and take notes.		<i>U.F.A.W. Handbook</i>	
Demonstrate various means of dog restraint.	25 min	Practice restraint methods.	25 min	<i>The Complete Book of Dog Care</i> <i>U.F.A.W. Handbook</i>	
Demonstrate correct method for making a muzzle.	15 min	Practice making muzzles.	30 min	<i>U.F.A.W. Handbook</i> <i>The Complete Book of Dog Care</i>	Gauze bandage
		Performance test			

Unit IV — Animal Handling and Restraining

Lesson 3

Cat Handling

Objective: Students will be able to correctly hold a cat and remove it from its cage, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct cat handling.	10 min	Discuss and take notes.		<i>The Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	
Demonstrate correct method of cat handling and removing from cages.	5 min.	Practice removing and holding cats.	30 min	<i>The Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	
		Performance test			

Unit IV – Animal Handling and Restraining

Lesson 4

Cat Restraint

Objective: Students will be able to correctly and securely restrain cats for examination, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct cat restraint.	10 min	Discuss and take notes.		<i>Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	
Demonstrate various methods of restraint.	15 min	Practice methods of restraint.	30 min	<i>Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	
		Performance test			

Unit IV – Animal Handling and Restraining

Lesson 5

Rabbit Handling

Objective: Students will be able to remove rabbits from cages and securely hold for examination, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct rabbit handling.	10 min	Discuss and take notes.		<i>Rabbits</i>	
Demonstrate correct method of handling rabbits in removing them from cages for examination	5 min	Practice removing rabbits from cages and holding them for examination. Performance test	15 min	<i>U.F.A.W. Handbook</i>	

UNIT V – BASIC GROOMING

Job Title:

Groomer

Unit V – Basic Grooming

Lesson 1

Practicing Safety

Objective: Students will practice proper handling of grooming tools and animals to be groomed, with 100% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of operating a safe shop.	10 min	Discuss and take notes.			
Demonstrate do's and don'ts in safely handling animals and grooming tools.	45 min	Practice safety habits.			
		Performance test			

Unit V – Basic Grooming

Lesson 2

Identifying Tools

Objective: Given a handout of grooming-tool identifications and uses, students will be able to select the appropriate tool for grooming a particular animal, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of knowing the grooming tools and their uses.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	"Grooming Tools" (V – 2a) Field trip to grooming shop
Demonstrate the use of various brushes, combs, nail trimmers, and clippers in dog and cat grooming.	20 min	Practice correct use of grooming tools.	1 hr.	<i>All Breed Dog Grooming Guide</i>	
		Performance test	25 min		
		Complete written test of grooming tool identifications and uses.	25 min		"Grooming Tool Test" (V – 2b)

Unit V — Basic Grooming

Lesson 3

Nail Trimming and Filing

- Objectives:**
1. Given a nail trimmer and blood coagulator, students will be able to trim nails back to just before blood vessel, with 70% accuracy.
 2. Given a nail file, students will be able to file nails smooth, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for trimming and filing animals' nails.	10 min	Discuss and take notes.		<i>Complete Book of Dog Care</i> <i>Complete Book of Cat Care</i>	"Nail Trimming and Filing" (V — 3)
Demonstrate technique of nail trimming and use of blood coagulator.	15 min	Practice trimming nails and using blood coagulator.	1 hr.	<i>All Breed Dog Grooming Guide</i> <i>Complete Book of Cat Care</i>	
Demonstrate technique of nail filing.	5 min.	Practice filing nails.	30 min.	<i>All Breed Dog Grooming Guide</i>	
		Performance test	10 min.		

Unit V – Basic Grooming

Lesson 4

Ear Cleaning

Objective: Given a hemostat, cotton swabs, peroxide, alcohol, and ear powder, students will be able to clean all dirt and wax from a dog's or cat's ears, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for cleaning dogs' and cats' ears.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	
Discuss parts of the dog's ear and their functions.	15 min	Discuss and take notes.		<i>The Encyclopedia of Dogs</i>	"Diagram of Dog Ear" (V – 4a)
Demonstrate method of cleaning dogs' and cats' ears.	15 min	Practice cleaning dogs' and cats' ears.	1 hr.		"Ear Cleaning" (V – 4b)
		Performance test	20 min		

Unit V – Basic Grooming

Lesson 5

Tooth Structure and Cleaning

- Objectives:**
1. Given a diagram of dog teeth, students will be able to label teeth on a written test with 70% accuracy.
 2. Given a tooth scaler, student will be able to scale loose tartar with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of correct tooth care and cleaning teeth of dogs and cats.	10 min	Discuss and take notes.		<i>Complete Book of Dog Care</i> <i>Complete Book of Cat Care</i>	
Using overhead transparency, label teeth.	10 min	Label teeth on ditto.		<i>Encyclopedia of Dogs</i>	"Diagram of Dog Teeth" (V – 5)
Demonstrate correct procedure in tooth scaling on dogs and cats.	15 min	Practice scaling dog and cat teeth.	45 min		
		Performance test	30 min		
		Complete written test, labeling diagram of dog teeth.	25 min		"Diagram of Dog Teeth" (V – 5)

Unit V – Basic Grooming

Lesson 6

Combing Out Dogs

Objective: Given a steel mat and a finishing comb, students will be able to remove all mats, tangles, and dead hair from dogs, with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for combing out dogs.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	
Demonstrate correct method of combing out dogs, focusing on undercoat and mats and tangles. Give special attention to skin care.	15 min	Practice combing out dogs.	2 hrs.	<i>The All Breed Dog Grooming Guide</i>	
		Performance test			

Unit V — Basic Grooming

Lesson 7

Combing Out Cats

Objective: Given a steel finishing comb, students will be able to remove all mats, tangles, and dead hair from cats, with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for combing out cats.	10 min	Discuss and take notes.		<i>The Complete Book of Cat Care</i>	
Demonstrate correct method of combing out cats, focusing on removing mats and tangles. Give special attention to skin care.	10 min	Practice combing out cats.	1 hr.		
		Performance test			

Unit V – Grooming

Lesson 8

Brushing Out Dogs

Objective: Given the proper brush, depending on length of hair, students will be able to remove all dead hair from dogs, with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for brushing out dogs, with special attention to the proper brush to use.	10 min	Discuss and take notes.			
Demonstrate correct method of brushing out dogs.	10 min	Practice brushing out dogs. Performance test	2 hrs.	<i>All Breed Dog Grooming Guide</i>	

Unit V – Basic Grooming

Lesson 10

Dipping and Dusting of Insecticides

- Objectives:**
1. Given insecticide, students will be able to thoroughly and correctly dust small animals, with 90% accuracy.
 2. Given insecticide, students will be able to thoroughly and completely dip small animals, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of safe and correct use of insecticides, pointing out dangers to animals.	10 min	Discuss and take notes.		Complete Book of Dog Care Complete Book of Cat Care	
Demonstrate correct method of dusting small animals, paying particular attention to sensitive areas.	10 min	Practice dusting small animals.	30 min		
		Performance test	5 min.		
Demonstrate correct mixing of insecticide with water and the method used in applying it to small animals.	15 min	Practice dipping small animals.	1 hr.	Complete Book of Dog Care Complete Book of Cat Care	
		Performance test	2 min.		

Unit V – Basic Grooming

Lesson 11

Drying Animals

Objective: Given towels, dryers, and brushes, students will be able to thoroughly and completely dry a wet animal, with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of drying small animals.	10 min	Discuss and take notes.		<i>Complete Book of Cat Care</i> <i>Complete Book of Dog Care</i>	
Demonstrate various dryers and methods used in drying small animals.	10 min	Practice drying small animals.	2 hrs.	<i>All Breed Dog Grooming Guide</i>	
		Performance test	20 min		

Unit V – Basic Grooming

Lesson 12

Expressing Anal Glands

Objective: Students will be able to remove accumulation of fluid in anal glands with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for removing fluid from anal glands.	10 min	Discuss and take notes.		<i>Complete Book of Dog Care</i> <i>Complete Book of Cat Care</i>	"Anal Glands" (V-12)
Demonstrate correct method of removing fluid from anal glands.	5 min	Practice removing fluid from anal glands.	2½ hrs.		
		Performance test	30 sec.		

UNIT VI – TECHNICAL SKILLS

Job Title:

Small Animal Care Technician

Unit VI – Technical Skills

Lesson 1

Detection of Reflex Reactions and Vital Signs

- Objectives:**
1. Students will be able to check reflex reactions of small animals, including eyes and spine, and to report them.
 2. Students will be able to check vital signs, including lips, gums, tongue, respiration, and heart, and to report them.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of checking reflex reactions and vital signs.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	
Demonstrate procedure for checking reflex reactions and vital signs.	15 min	Practice checking reflex reactions and vital signs on live animals. Performance test	2½ hrs		

Unit VI – Technical Skills

Lesson 2

Taking Temperature

Objective: Given a 5" veterinary thermometer, cotton, and alcohol, student will be able to keep thermometer sterile and to take and read temperature to the nearest ½ degree, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for taking temperatures of small animals.	15 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	
Demonstrate the correct procedure for taking the temperature of dogs and cats.	15 min	Practice taking the temperatures of cats and dogs.	2½ hrs		
		Performance test	5 min.		

Unit VI – Technical Skills

Lesson 3

Cell Structure

Objective: After examining a model cell, students will be able to draw a cell and label its parts with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss parts of cell on model.	25 min	Take notes.			Cell model
Demonstrate how you want drawing done.	15 min	Complete written diagram of cells and their parts.	1-2 hrs		

Unit VI – Technical Skills

Lesson 4

Micro-organisms and Diseases

Objective: Students will be able to achieve a score of 75% on a test on the nature of micro-organisms and ways to reduce the incidence of disease in animals.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Define: bacterium, virus, fungus, protozoan. Point out common animal diseases caused by each.	1 hr.	Take notes.			Slides on bacteria (Carolina Biological Supply Co., Burlington, N.C. 27215)
Explain the conditions most favorable to growth of micro-organisms; importance of cleanliness; disinfectants.	30 min	Discuss. Identify areas in kennel that require the most attention. Compare disinfectants.	30 min		Bottles of various disinfectants
Discuss the various ways in which diseases are spread, with examples.	30 min	Take notes.			
Discuss immunity, natural and acquired; importance of immunization.	20 min				
Define tumors. Differentiate between benign and malignant tumors.	10 min				
		Written test	1 hr.		

Unit VI – Technical Skills

Lesson 5

Identifying Diseases and Their Immunizations

Objective: Students will be able to achieve a score of 85% on a test on the diseases of dogs and cats and their immunizations.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of identifying diseases and the importance of immunizations.	5 min	Discuss.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	"Diseases of Dogs and Their Immunizations" (VI – 5a)
Distribute handout sheets; then discuss each disease and its immunization.	25 min	Study and discuss.			"Diseases of Cats and Their Immunizations" (VI – 5b)
		Complete written test.	20 min		"Disease and Immunization Test" (VI – 5c)

Unit VI – Technical Skills

Lesson 6

Identifying Internal Anatomy

Objective: Given diagrams of the internal parts of dogs and cats, students will be able to label and describe the function of each part, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of identifying the internal anatomy of cats and dogs.	10 min	Discuss.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	"Bone Structure and Internal Organs of Dogs" (VI – 6)
Distribute diagrams of the internal parts of dogs. (Cats have the same structure.) Label the parts on a master copy, using the overhead projector. State the function of each part.	1 hr.	Label the parts on the diagrams. Take notes on functions.		<i>The Complete Dog Book</i>	Overhead projector
Distribute additional diagrams of the internal parts of dogs.		Complete unlabeled diagrams as a written test. Include the function of each part.	30 min		

Unit VI – Technical Skills

Lesson 7

Pilling Dogs and Cats

Objective: Given sugar pills or vitamins, students will be able to administer pills by hand and through food, so that the animals do not reject or regurgitate the pills.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of being able to properly pill dogs and cats. Stress need to handle sick animal gently.	10 min	Discuss and take notes.			"Giving Cat a Pill Without an Assistant" (VI – 7)
Demonstrate procedures for pilling dogs and cats.	30 min	Practice pilling cats and dogs.	45 min		
		Performance test	2 min.		

Unit VI – Technical Skills

Lesson 8

Cleaning Eyes

- Objectives:**
1. Students will be able to clean out discharge or a foreign body from an eye with cotton balls and eye irrigation solution.
 2. Students will be able to apply a topical eye ointment and topical eye drops to the surface of the eye.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of cleaning eyes.	5 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	
Demonstrate how to use cotton balls and irrigating solution to clean out an eye.	15 min	Practice cleaning eyes as demonstrated.	1 hr.	<i>The Complete Book of Cat Care</i>	
		Performance test	10 min		
Demonstrate how to apply topical eye ointment and topical eye drops to the surface of the eye by tilting the head back, lifting the lower lid, and applying the medication.	15 min	Practice applying medication as demonstrated.	1 hr.		
		Performance test	10 min		

Unit VI – Technical Skills

Lesson 9

Force-Feeding Fluids

Objective: Using water and spoon or syringe, students will be able to force liquid into side of animal's mouth so that the animal accepts the fluid.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of being able to force fluids into dogs and cats. Stress need to handle sick animal gently.	10 min	Discuss and take notes.			"Force Feeding Fluids" (VI – 9)
Demonstrate procedure for administering fluid by syringe and by spoon.	30 min	Practice forcing fluids into dogs and cats.	45 min		
		Performance test	2 min		

Unit VI – Technical Skills

Lesson 10

Illuminating a Microscope

Objective: Students will be able to adjust a microscope for best illumination.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for correct illumination.	5 min	Discuss.			"Illuminating a Microscope" (VI – 10)
Demonstrate procedure for obtaining correct illumination of microscope.	15 min	Practice correct procedure for illumination.	30 min		
		Performance test	15 min		

Unit VI – Technical Skills

Lesson 11

Operating the Microscope

- Objectives:** 1. Students will be able to operate a microscope properly.
2. Students will be able to identify the parts of the microscope.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper operation of microscope.	10 min	Discuss and take notes.			"The Microscope – Care and Use" (VI-11a)
Demonstrate how to move microscope from cabinet to work table.	5 min	Practice.			"Compound Microscope" (VI – 11b)
Discuss handout sheets showing parts and use of the compound microscope. Demonstrate use.	1 hr.	Complete handout sheets, observe prepared slides, and make sketches of slides.	2½ hrs		

Unit VI – Technical Skills

Lesson 12

External Parasite Identification

Objective: Students will be able to achieve a score of 85% on a test on external parasites – fleas, ticks, lice, and mites – and their breeding habits.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of being able to identify external parasites.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	Specimens when available Prepared slides "Flea" (VI – 12a) "Tick" (VI – 12b) "Louse" (VI – 12c) "Mites" (VI – 12d)
Discuss and identify each of the following individually: Fleas Ticks Lice Mites		Examine prepared slides and specimens. Discuss characteristics and breeding habits. Sketch each parasite. Use references for sketches, life cycles, etc.	12 hrs.		
		Written test	30 min		

Unit VI – Technical Skills

Lesson 13

Internal Parasite Detection

Objective: Students will be able to achieve a score of 85% on a test on internal parasites and their life cycles, including roundworms, hookworms, whipworms, tapeworms, and heartworms.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of being able to identify internal parasites and having a good knowledge of their life cycles.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	Specimens and prepared slides when available.
Discuss and identify each of the following individually, using handouts: a. Roundworm b. Flea-host tapeworm c. Rabbit-host tapeworm d. Whipworm e. Heartworm f. Hookworm		Discuss characteristics and life cycles. Sketch each parasite. Use references for sketches, life cycles, etc.	15 hrs.	<i>The Complete Book of Cat Care</i> <i>U.F.A.W. Handbook</i>	"Roundworm" (VI – 13a) "Tapeworm" (VI – 13b) "Whipworm" (VI – 13c) "Heartworm" (VI – 13d) "Hookworm" (VI – 13e)
		Written test	1 hr.		

Unit VI – Technical Skill

Lesson 14

Collecting Urine Samples

Objective: Students will be able to collect urine using materials supplied in the Urin-Tex or similar system.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of care in collecting urine samples.	10 min	Discuss and take notes.			
Demonstrate collection of urine samples using the Urin-Tex or similar system.	30 min	Practice using Urin-Tex system to collect enough urine for a valid test.	1 hr.		Urin-Tex kit or similar.
		Performance test—collecting and doing the test.	30 min		

Unit VI – Technical Skills

Lesson 15

Urinalysis

Objective: Given Bili-Labstix or similar strips, students will be able to dip and read test for pH, protein, glucose, ketones, bilirubin, and blood in urine, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of urinalysis.	10 min	Discuss and take notes.			Bili-Labstix chart
Demonstrate the use of the Bili-Labstix or similar strips.	15 min	Practice using Bili-Labstix.	1 hr.		
		Performance test	30 min		

Unit VI – Technical Skills

Lesson 16

Feces Analysis

- Objectives:**
1. Students will be able to collect samples of feces.
 2. Students will be able to prepare slides from the samples.
 3. Students will be able to identify worm eggs if present.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review the types of parasites whose eggs might be found in sample.	5 min	Discuss.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	Parasite eggs found in Dogs and Cats (VI – 16)
Demonstrate procedure for collecting of feces and operation of Fecalizer Kit (or similar).	25 min	Observe.		<i>U.F.A.W. Handbook</i>	
		Collect a sample of feces from dog run or cat box with Fecalizer Kit. Prepare slide with provisions in kit. With the aid of a microscope and an identification chart, identify any eggs found in sample.	45 min		
		Performance test	30 min		

Unit VI – Technical Skills

Lesson 17

Minor Dermatology

Objective: Students will be able to do a skin scraping and check it under a microscope for bacteria and mites.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of dermatology in detection of diseased conditions.	10 min	Discuss and take notes.			
Demonstrate the procedure for skin scraping and microscopic examination.	30 min	Practice taking skin scrapings and examining for bacteria and mites. Performance test	1 hr.		

Unit VI – Technical Skills

Lesson 18

Shock Detection

- Objective:**
1. Students will be able to check an animal for signs of shock.
 2. Students will be able to state the first-aid treatment for shock.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of shock detection.	5 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i>	
Demonstrate how to check for the following symptoms of shock: a. Trembling b. Rapid breathing c. Rapid heartbeat and pulse (using stethoscope and clock) d. Color of eyes e. Color gum membranes	15 min	Practice checking for signs of shock. Test – give an accurate description of all the symptoms of shock. State the first-aid procedures in case of shock.	30 min 10 min	<i>The Complete Book of Cat Care</i>	
Explain the first-aid treatment for an animal in shock.					

Unit VI – Technical Skills

Lesson 19

Heatstroke

Objectives: 1. Students will be able to detect signs of heatstroke.

2. Students will be able to cool an animal down, keeping watch on vital signs and checking temperature.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the causes of heatstroke and how to prevent it.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	
Describe the symptoms of heatstroke.	5 min.	Discuss and take notes.			
Review use of thermometer.	10 min	Practice.	30 min		
Demonstrate how to treat victim properly by saturating the animal with cool water, blowing cool air over the body, and checking temperature frequently.		Practice.	30 min		
		Oral test	10 min		

Unit VI – Technical Skills

Lesson 20

Foreign Body Removal

Objective: Students will be able to detect and remove foreign bodies from the mouth, stomach, and skin.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss various forms of foreign bodies and how to detect their presence.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	
Demonstrate the removal of foreign bodies and care of wounds in the following areas: a. Mouth. — Open mouth and remove object by hand. b. Stomach. — Use mixture of peroxide and water to induce vomiting. c. Skin. — Remove with tweezers and cleanse wound.	45 min	Practice removing foreign bodies and caring for wounds. Oral test	2½ hrs 10 min		

Unit VI – Technical Skills

Lesson 21

Bite Detection and Treatment

- Objectives:** 1. Students will be able to detect and treat animal bites on dogs and cats.
2. Students will be able to detect and treat insect bites on cats and dogs.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain a dog's reactions to animal and insect bites. Discuss the importance of proper first aid treatment for animal and insect bites.	15 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	
Demonstrate first aid to be administered to bite victims, such as: a. Stop bleeding and protect from infection until animal can be treated by a veterinarian. b. Give aspirin and first-aid procedure for shock. c. Shave area, cleanse wound, and apply bandage.	1 hr.	Practice giving first aid to bite victims. Performance test	2 hrs. 15 min	<i>The International Encyclopedia of Dogs</i>	

Unit VI – Technical Skills

Lesson 22

Bandaging

Objective: Students will be able to apply bandages on cats and dogs.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the uses and importance of bandaging for first aid.	10 min	Discuss and take notes.		<i>The Complete Book of Dog Care</i> <i>The Complete Book of Cat Care</i>	Gauze pads Tape Scissors
Demonstrate proper procedures in bandaging for first aid.	30 min	Practice bandaging.	2 hrs.		
		Performance test	10 min		

Unit VI – Technical Skills

Lesson 23

Cold Sterilization

Objective: Students will be able to cold-sterilize instruments using a cold instrument tray and instrument germicide.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of sterilization. Distinguish between cold sterilization and steam sterilization.	10 min	Discuss and take notes.			
Demonstrate the procedure for cold sterilization.	15 min	Practice procedure for cold sterilization.	2 hrs.		
		Performance test	45 min		

Unit VI – Technical Skills

Lesson 24

Packing Instruments and Gowns

Objective: Students will be able to properly pack surgical instruments and gowns for sterilization.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the use of packs in a surgical environment.	15 min	Discuss and take notes.			Linen wrap Plastic autoclave wrap Autoclave tape
Demonstrate how to assemble surgical packs and gown packs. Stress the reasons for each technique.		Scrub surgical instruments and place them in autoclave for sterilizing. Properly fold gowns, wrapping them in towels, ready for sterilizing in autoclave.	2½ hrs.		
		Performance test	1 hr.		

Unit VI – Technical Skills

Lesson 25

Operating Autoclave

Objective: Students will be able to safely run an autoclave to sterilize item without causing any injury to the operator or damage to the machine.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss safety involved in running an autoclave.	15 min	Discuss and take notes.			Instruction manual with autoclave (Sample follows – VI – 25a, VI – 25b)
Demonstrate proper use of an autoclave.	30 min	Practice running autoclave to sterilize packs and surgical instruments.	2½ hrs		
		Performance test	45 min		

UNIT VII – DOG CLIPPING

Job Title:

Groomer

Unit VII – Dog Clipping

Lesson 1

Clipper Operation and Maintenance

Objective: Students will be able to operate and maintain clipper and blades with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review importance of proper clipper operation and maintenance.	10 min	Discuss and take notes.		<i>All Breed Dog Grooming Guide</i>	
Demonstrate proper operation and maintenance of clipper.	30 min	Practice cleaning, oiling, and greasing clipper.	30 min		
		Performance test	30 min		
Review blade sizes and use through discussion and demonstration.	30 min	Discuss and take notes.			

Unit VII – Dog Clipping

Lesson 2

Combing Out Poodles

Objective: Students will be able to completely comb out all knots and remove dead hair from poodles with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of combing out poodles.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	
Demonstrate combing out.	30 min	Practice combing out poodles to remove all knots, mats, and excess hair.	4 weeks		
		Performance test	45 min		

Unit VII -- Dog Clipping

Lesson 3

Trimming and Filing Poodles' Nails

Objective: Students will be able to trim and file poodles' nails as close to the quick as possible, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review the need for trimming poodles' nails.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Nail Trimming and Filing" (V - 3)
Review demonstration of trimming and filing and the use of a blood coagulator.	10 min	Practice nail trimming and filing.	2 weeks		
		Performance test	15 min		

Unit VII – Dog Clipping

Lesson 4

Cleaning Poodles' Ears

Objective: Students will be able to remove all hair and dirt from poodles' ear canals and swab clean with peroxide.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review need for ear cleaning.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Diagram of Dog Ear (V – 4a)
Demonstrate proper ear cleaning and removal of hair from ears.	30 min	Practice ear cleaning.	2 weeks		
		Performance test	20 min		

Unit VII – Dog Clipping

Lesson 5

Clipping Poodles' Tails

Objective: Students will be able to clip all hair from poodles' tails 1" from base, with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety while clipping poodles' tails.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Poodles' Tails" (VII – 5)
Demonstrate tail clipping.	10 min	Practice tail clipping.	1 week		
		Performance test	5 min		

Unit VII – Dog Clipping

Lesson 6

Clipping Poodles' Lower Stomach

Objective: Students will be able to clip all hair from poodles' lower stomachs with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety in clipping of lower stomach.	10 min	Discuss and take notes		<i>Poodle Clipping and Grooming Book</i>	"Clipping Lower Stomach" (VII – 6)
Demonstrate clipping of lower stomach.	10 min	Practice clipping stomach.	1 week		
		Performance test	5 min.		

Unit VII – Dog Clipping

Lesson 7

Clipping Poodles' Faces

Objective: Students will be able to clip all hair from poodles' faces with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss safety precautions when clipping faces of poodles.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Poodle Face Clip" (VII – 7)
Demonstrate clipping of poodles' faces.	15 min	Practice.	2 weeks		
		Performance test	15 min		

Unit VII – Dog Clipping

Lesson 8

Clipping Poodles' Feet

Objective: Students will be able to clip all hair from poodles' feet and between toes with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate clipping of poodles' feet.	20 min	Observe and practice.	2 weeks	<i>Poodle Clipping and Grooming Book</i>	
		Performance test	30 min		

Unit VII – Dog Clipping

Lesson 9

Expressing Anal Glands

Objective: Students will be able to express anal glands of poodles, removing all fluid with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of expressing anal glands.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Anal Glands" (V-12)
While poodle is in tub, remove fluid from anal glands with hands, using paper towel.	5 min	Practice removing fluid from anal glands.	1 week		
		Performance test	1 min.		

Unit VII – Dog Clipping

Lesson 10

Bathing Poodles

Objective: Students will be able to shampoo, bathe, and rinse poodles with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for bathing poodles.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	
Demonstrate poodle bathing.	15 min	Practice bathing poodles.	4 weeks		
		Performance test	20 min.		

Unit VII – Dog Clipping

Lesson 11

Blow-Drying Poodles

Objective: Students will be able to blow-dry poodles after they have been bathed, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of blow-drying poodles.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	
Demonstrate blow-drying a poodle.	15 min	Practice blow-drying poodles.	4 weeks		
		Performance test	20 min		

Unit VII – Dog Clipping

Lesson 12

Scissoring Poodles' Heads

Objective: Students will be able to scissor poodles' heads with 80% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety while scissoring poodles' heads.	10 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Poodle Scissoring" (VII – 12)
Demonstrate procedures and guidelines for scissoring poodles' heads.	15 min	Practice scissoring poodles' heads.	4 weeks		
		Performance test	15 min		

Unit VII – Dog Clipping

Lesson 13

Poodle Utility Clip

Objective: Students will be able to give poodles a Utility Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Utility Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	
Demonstrate a Utility poodle clip.	1 hr.	Practice Utility Clip	8 mo.		
		Performance test	2 hr.		

Unit VII – Dog Clipping

Lesson 14

Poodle Kennel Clip

Objective: Students will be able to give poodles a Kennel Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety when doing a Kennel Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Kennel Clip" (VII – 14)
Demonstrate Kennel Clip.	1 hr.	Practice Kennel Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 15

Poodle Lamb Clip

Objective: Students will be able to give poodles a Lamb Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety in doing Lamb Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Lamb Clip" (VII – 15)
Demonstrate Lamb Clip.	1 hr.	Practice Lamb Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 16

Poodle Summer Clip

Objective: Students will be able to give poodles a Summer Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety in doing a Summer Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Summer Clip" (VII – 16)
Demonstrate Summer Clip.	1 hr.	Practice Summer Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 17

Poodle Town and Country Clip

Objective: Students will be able to give poodles a Town and Country Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Town and Country Clip.	20min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Town and Country Clip" (VII – 17)
Demonstrate a Town and Country Clip.	1 hr.	Practice Town and Country Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 18

Poodle Dutch Clip

Objective: Students will be able to give poodles a Dutch Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Dutch Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Dutch Clip" (VII – 18)
Demonstrate a Dutch Clip.	1 hr.	Practice Dutch Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 19

Poodle Royal Dutch Clip

Objective: Students will be able to give poodles a Royal Dutch Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Royal Dutch Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Royal Dutch Clip" (VII – 19)
Demonstrate a Royal Dutch Clip.	1 hr.	Practice the Royal Dutch Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 20

Poodle Puppy Clip

Objective: Students will be able to give poodles a Puppy Clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Puppy Clip.	20 min	Discuss and take notes.		<i>Poodle Clipping and Grooming Book</i>	"Puppy Clip" (VII – 20)
Demonstrate Puppy Clip.	1 hr.	Practice Puppy Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII — Dog Clipping

Lesson 21

Schnauzer Clip

Objective: Students will be able to do a Schnauzer clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Schnauzer Clip.	20 min	Discuss and take notes.		<i>Clipping and Grooming Your Terrier</i>	"Schnauzer Clip" (VII — 21)
Demonstrate a Schnauzer Clip.	1 hr.	Practice Schnuazer Clip.	8 mo.		
		Performance test	2 hr.		

Unit VII – Dog Clipping

Lesson 22

Wirehaired Fox Terrier Clip

Objective: Students will be able to do a Wirehaired Fox Terrier clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Wirehaired Fox Terrier Clip.	20 min	Discuss and take notes.		<i>Clipping and Grooming your Terrier</i>	"Wirehaired Fox Terrier Clip" (VII – 22)
Demonstrate Wirehaired Fox Terrier Clip.	1 hr.	Practice Wire Fox Terrier Clip	8 mo.		
		Performance test	2 hr.		

Unit VII – Dog Clipping

Lesson 23

Welsh Terrier Clip

Objective: Students will be able to do a Welsh Terrier clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Welsh Terrier Clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming Your Terrier</i>	"Welsh Terrier Clip" (VII – 23)
Demonstrate the Welsh Terrier Clip.	1 hr.	Practice a Welsh Terrier Clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 24

Airedale Terrier Clip

Objective: Students will be able to do an Airedale clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing an Airedale Clip.	20 min	Discuss and take notes.		<i>Clipping and Grooming your Terrier</i>	"Airedale Terrier Clip" (VII – 24)
Demonstrate an Airedale clip.	1 hr.	Practice Airedale clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 25

Kerry Blue Terrier Clip

Objective: Students will be able to do a Kerry Blue clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety in doing a Kerry Blue clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Terrier</i>	"Kerry Blue Terrier Clip" (VII – 25)
Demonstrate a Kerry Blue clip.	1 hr.	Practice Kerry Blue clip.	8 mo.		
		Performance test	2 hr.		

Unit VII – Dog Clipping

Lesson 26

Westhighland White Terrier Clip

Objective: Students will be able to do a Westhighland White Terrier clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Westhighland White Terrier clip.	15 min	Discuss and take notes.		<i>Grooming and Clipping your Terrier</i>	"Westhighland White Terrier Clip" (VII – 26)
Demonstrate a Westhighland White clip.	1 hr.	Practice a Westhighland White clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 27

Sealyham Terrier Clip

Objective: Students will be able to do a Sealyham clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Sealyham clip.	15 min	Discuss and take notes.		<i>Grooming and Clipping your Terrier</i>	"Sealyham Terrier Clip" (VII – 27)
Demonstrate a Sealyham clip.	1 hr.	Practice a Sealyham clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII — Dog Clipping

Lesson 28

Bedlington Terrier Clip

Objective: Students will be able to give a Bedlington clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Bedlington clip.	15 min	Discuss and take notes.		<i>Grooming and Clipping your Terrier</i>	"Bedlington Terrier Clip" (VII — 28)
Demonstrate Bedlington clip.	1 hr.	Practice a Bedlington clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 29

Scottish Terrier Clip

Objective: Students will be able to do a Scottish Terrier clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Scottish Terrier clip.	15 min	Discuss and take notes.		<i>Grooming and Clipping your Terrier</i>	"Scottie Clip" (VII – 29)
Demonstrate a Scottish Terrier clip.	1 hr.	Practice a Scottish Terrier clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 30

Irish Terrier Clip

Objective: Students will be able to do an Irish Terrier clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing an Irish Terrier clip.	15 min	Discuss and take notes.		<i>Grooming and Clipping your Terrier</i>	"Irish Terrier Clip" (VII – 30)
Demonstrate an Irish Terrier clip.	1 hr.	Practice an Irish Terrier clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 31

Spaniel Head Clip

Objective: Students will be able to do a Spaniel head clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions while clipping Spaniel heads.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Spaniel Head Clip" (VII – 31)
Demonstrate how to do Spaniel heads.	15 min	Practice doing Spaniel heads.	2 weeks		
		Performance test	10 min.		

Unit VII – Dog Clipping

Lesson 32

Clipping Spaniel Tails

Objective: Students will be able to clip Spaniel tails with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in clipping Spaniel tails.	10 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Spaniel Tail Clip" (VII – 32)
Demonstrate how to clip Spaniel tails.	5 min	Practice clipping Spaniel tails.	2 weeks		
		Performance test	5 min.		

Unit VII — Dog Clipping

Lesson 33

Clipping Spaniel Feet

Objective: Students will be able to clip Spaniel feet with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing Spaniel feet.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Trimming Spaniel and Setter Feet" (VII — 33)
Demonstrate how to do Spaniel feet.	15 min	Practice doing Spaniel feet.	2 weeks		
		Performance test	25 min		

Unit VII — Dog Clipping

Lesson 34

Cocker Spaniel Clip

Objective: Students will be able to do a Cocker clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in doing a Cocker clip.	20-min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Cocker Spaniel Clip" (VII — 34)
Demonstrate a Cocker clip.	1 hr.	Practice Cocker clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII — Dog Clipping

Lesson 35

English Cocker Spaniel Clip

Objective: Students will be able to do an English Cocker Spaniel clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing an English Cocker clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"English Cocker Spaniel Clip" (VII — 35)
Demonstrate an English Cocker clip.	1 hr.	Practice doing English Cocker clips.	8 mo.		
		Performance test	2 hrs.		

Unit VII — Dog Clipping

Lesson 36

English Springer Spaniel Clip

Objective: Students will be able to do an English Springer Spaniel clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and safety precautions in giving an English Springer clip.	20 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"English Springer Spaniel Clip" (VII — 36)
Demonstrate an English Springer clip.	1 hr.	Practice the English Springer clip.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 37

Setter Head Clip

Objective: Students will be able to clip Setter heads with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions while clipping Setter heads.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Spaniel Head Clip" (VII – 31)
Demonstrate how to do Setter heads.	10 min	Practice doing Setter heads.	2 weeks		
		Performance test	10 min		

Unit VII – Dog Clipping

Lesson 38

Clipping Setter Feet

Objective: Students will be able to clip Setter feet with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing Setter feet.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Trimming Spaniel and Setter Feet" (VII – 33)
Demonstrate how to do Setter feet.	15 min	Practice doing Setter feet.	2 wks.		
		Performance test	25 min		

Unit VII – Dog Clipping

Lesson 39

Scissoring Setter Tails

Objective: Students will be able to scissor-cut Setter tails with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in scissoring Setter tails.	10 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Setter Tail" (VII – 39)
Demonstrate how to scissor-cut Setter tails.	5 min	Practice scissoring Setter tails.	2 weeks		
		Performance test	5 min.		

Unit VII – Dog Clipping

Lesson 40

English Setter Clip

Objective: Students will be able to do an English Setter clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing an English Setter clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Setter Trim" (VII – 40)
Demonstrate an English Setter clip.	1 hr.	Practice doing English Setter clips.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Irish Setter Clip

Lesson 41

Irish Setter Clip

Objective: Students will be able to do an Irish Setter clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing an Irish Setter clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	"Irish Setter Head Clip" (VII – 41)
Demonstrate an Irish Setter clip.	1 hr.	Practice doing Irish Setter clips.	8 mo.		
		Performance test	2 hrs.		

Unit VII – Dog Clipping

Lesson 42

Gordon Setter Clip

Objective: Students will be able to do a Gordon Setter clip with 90% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss care and precautions in doing a Gordon Setter clip.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter.</i>	"Setter Trim" (VII – 40)
Demonstrate a Gordon Setter Clip.	1 hr.	Practice doing Gordon Setter Clips.	8 mo.		"Spaniel Head Clip" (VII – 31)
		Performance test	2 hrs.		

UNIT VIII – LABORATORY ANIMALS

Job Title:

Animal-Care Technician

Unit VIII – Laboratory Animals

Lesson 1

Housing Rabbits

- Objectives:** 1. Students will design and construct rabbit housing that will have the required floor area and ventilation.
2. Students will keep rabbit housing sanitized at all times.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper rabbit housing and sanitary maintenance.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i> <i>Domestic Rabbit Production</i>	"Housing Laboratory Animals" (VIII – 1)
Demonstrate proper housing designs.	1 hr.	Practice designing housing on paper and construct it, using stainless steel and wood cage materials.	1 wk.		
Demonstrate maintenance procedures.	10 min	Sanitize and disinfect all rabbit housing.	20 min for 6 cages, daily		
		Performance test	20 min		

Unit VIII — Laboratory Animals

Lesson 2

Rabbit Handling and Restraining

Objective: Students will be able to handle and restrain rabbits properly, so as not to lose control of the rabbit when holding it for examination.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of handling rabbit properly.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	
Demonstrate technique for handling and restraining rabbits.	25 min	Practice handling and restraining rabbits. The right hand grasps the ears, together with the fold of skin over the shoulder. The left hand is under the rump, supporting the animal's weight.	1 hr.	<i>Domestic Rabbit Production</i>	
		Performance test	1 min.		

Unit VIII – Laboratory Animals

Lesson 3

Feeding Rabbits

Objective: Students will be able to feed and water rabbits so as to satisfy their nutritional requirements.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of feeding rabbits a balanced diet.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Feeding Requirements of Laboratory Animals" (VIII – 3)
Distribute handout and explain it while demonstrating feeding procedures.	20 min	Practice preparing balanced diets for rabbits.	1 week	<i>Domestic Rabbit Production</i>	
		Performance test	5 min. for 6 rabbits		

Unit VIII – Laboratory Animals

Lesson 4

Breeding Rabbits

Objective: Students will breed pure lines of rabbits and cross-breed lines. They will provide nesting materials and maintain records with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss line- and cross-breeding of rabbits and other animals.	20 min	Discuss and take notes.		<i>Domestic Rabbit Production</i>	"Useful Data on Laboratory Animals" (VIII – 4a)
Set up whelping calendars.					
Demonstrate rabbit matings and nesting-box preparation.	1 hr.	Practice matings and nesting-box preparation. Record all pertinent information about all matings and their outcomes.	35 days		"Breeding Record Chart" (VIII – 4b)
		Performance test			

Unit VIII – Laboratory Animals

Lesson 5

Housing Gerbils

Objective: Students will set up and maintain gerbil housing with required floor area and ventilation.
Students will keep housing sanitary at all times.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper housing for gerbils and sanitary maintenance.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Housing Laboratory Animals" (VIII -1)
Demonstrate setting up both wire cages and 10-gallon fish tanks as housing.	30 min	Practice setting up both types of housing and maintaining them. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 6

Handling Gerbils

Objective: Students will be able to handle gerbils properly, so as to hold them for examination without losing control of them.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of handling gerbils properly.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	
Demonstrate technique for handling gerbils.	15 min	Practice handling gerbils With cupped hands, hold gently at base of tail and keep head pointed toward handler. Performance test	45 min		

Unit VIII – Laboratory Animals

Lesson 7

Feeding Gerbils

Objective: Students will be able to feed and water gerbils so as to satisfy their nutritional requirements.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of feeding gerbils a balanced diet.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Feeding Requirements of Laboratory Animals" (VIII – 3)
Distribute handout and explain while demonstrating feeding procedures.	20 min	Practice preparing balanced diets for gerbils. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 8

Breeding Gerbils

Objective: Students will breed pure lines of gerbils. They will provide materials, set up nests, and keep records with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of knowing breeding habits of gerbils.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Useful Data on Laboratory Animals" (VIII – 4a)
Demonstrate how to set up breeding environment for gerbils.	30 min	Practice setting up breeding environments for gerbils, in both nesting box and fish tank. Record all pertinent information about all matings and their outcomes. Performance test	26 days		"Breeding Record Chart" (VIII – 4b)

Unit VIII — Laboratory Animals

Lesson 9

Housing Guinea Pigs

Objective: Students will set up guinea-pig housing with required floor area and ventilation, and keep it sanitized at all times.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper housing for guinea pigs and sanitary maintenance.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Housing Laboratory Animals" (VIII — 1)
Demonstrate setting up a 20-gallon fish tank for guinea-pig housing.	30 min	Practice setting up tanks for guinea-pig housing and maintaining them. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 10

Handling Guinea Pigs

Objective: Students will be able to handle guinea pigs properly, so as to hold the guinea pig for examination and not lose control of it.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of handling guinea pig properly.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	
Demonstrate technique for handling guinea pigs	15 min	Practice handling guinea pigs. Grasp the body gently but firmly with one hand, and support the hind legs with the other. Performance test	45 min		

Unit VIII -- Laboratory Animals

Lesson 11

Feeding Guinea Pigs

Objective: Students will be able to feed and water guinea pigs so as to supply all their nutritional requirements.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of feeding guinea pigs a balanced diet.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Feeding Requirements of Laboratory Animals" (VIII - 3)
Distribute handout and explain it while demonstrating feeding procedures.	20 min	Practice preparing balanced diet for guinea pigs. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 12

Breeding Guinea Pigs

Objective: Students will set up a breeding environment and breed pure lines of guinea pigs. They will be able to supply materials and keep records with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of knowing breeding habits of guinea pigs.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Useful Data on Laboratory Animals" (VIII – 4a) "Breeding Record Chart" (VIII – 4b)
Demonstrate how to set up a breeding environment for guinea pigs.	30 min	Practice setting up breeding environment for guinea pigs. Record all pertinent information about all matings and their outcomes. Performance test	72 days		

Unit VIII – Laboratory Animals

Lesson 13

Housing Hamsters

Objective: Students will set up hamster housing so as to have the required floor area and ventilation, and keep it sanitary at all times.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper housing for hamsters and sanitary maintenance.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Housing Laboratory Animals (VIII – 1)"
Demonstrate setting up both wire cages and fish tanks.	30 min	Practice setting up both wire cages and 10-gallon fish tanks to house hamsters. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 14

Handling Hamsters

Objective: Students will be able to handle hamsters properly, so as to hold hamster for examination without losing control of it.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of handling hamsters properly.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	
Demonstrate technique for handling hamsters.	45 min	Practice handling hamsters. Hold with cupped hands, keeping head pointed toward handler, or hold by loose dorsal skin. Performance test	45 min		

Unit VIII – Laboratory Animals

Lesson 15

Feeding Hamsters

Objective: The student will be able to feed and water hamsters so as to supply all their nutritional requirements.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of feeding hamsters a balanced diet.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	"Feeding Requirements of Laboratory Animals" (VIII – 3)
Distribute handout and explain it while demonstrating feeding procedures.	20 min	Practice preparing balanced diets for hamsters. Performance test	1 week		

Unit VIII – Laboratory Animals

Lesson 16

Breeding Hamsters

Objective: Student will be able to breed pure lines of hamsters. They will provide nesting material and maintain records with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of knowing the breeding habits of hamsters.	10 min	Discuss and take notes.		<i>The U.F.A.W. Handbook</i>	“Useful Data on Laboratory Animals” (VIII – 4a)
Demonstrate how to set up a breeding environment for hamsters.	30 min	Practice setting up breeding environments for hamsters, in both nesting box and fish tank. Record all pertinent information about all matings and their outcomes. Performance test	20 days		“Breeding Record Chart” (VIII – 4b)

Unit VIII – Laboratory Animals

Lesson 17

Housing and Maintaining Fish

Objective: Students will set up fish tanks with all items in proper quantity, and be able to maintain the proper environment for fresh-water tropical fish.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of setting up a balanced aquarium.	15 min	Discuss and take notes		<i>The U.F.A.W. Handbook</i>	"Housing and Maintaining Tropical Fresh-Water Fish" (VIII – 17)
Demonstrate how to set up a balanced fish environment in a 10-gallon fish tank.	1 hr.	Practice setting up a balanced fish tank for fresh-water tropical fish, using pump and line, plants and bottom materials, thermostatic heater and thermometer. Each tank must include a proper quantity of all items, and must be kept clean and at 70-75 degrees F. Performance test			

Unit VIII — Laboratory Animals

Lesson 18

Selecting and Breeding Fish

Objectives: 1. Students will be able to select fish for a community tank so that they complement each other and live in harmony.

2. Students will breed guppies so that most of the young survive to the adult stage.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss various species of fish and those which are compatible to live with others in a community tank.	30 min	Discuss and take notes.		<i>The Complete Aquarium</i> <i>Beginner's Aquarium Digest</i>	
Demonstrate how to set up tanks for breeding guppies.	30 min	Practice setting up breeding tanks.	1 hr.		
		Oral test — to indicate which fish are compatible. (Use basic chart in "Beginner's Aquarium Digest")	15 min		

Unit VIII – Laboratory Animals

Lesson 19

Feeding Fish

Objective: Students will be able to feed fish with a variety of foods and not overfeed them.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the different varieties of fish food on the market.	20 min	Discuss and take notes.		<i>The Complete Aquarium</i> <i>Beginner's Aquarium Digest</i>	
Demonstrate how to feed different varieties of fish foods: (1) for growth (2) for maintenance	45 min	Practice feeding fish foods, including TetraMin or similar all-purpose food, daphnia, and various larvae.	1 min		
		Performance test	1 min		

UNIT IX – PET SHOP

Job Title:

Pet Shop Operator

Unit IX – Pet Shop

Lesson 1

Laying Out a Pet Shop

Objective: Students will design, lay out, and set up a pet shop.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of proper shop design in relation to efficiency of operation and promotion of sales.	30 min	Discuss and take notes.			Overhead projector
Have guest lecturer discuss all facets of pet-shop layout and operation.	2½ hrs.				"Sample Pet Shop" (diagram) (IX – 1)
Go over diagram "Sample Pet Shop," preferably as a transparency.					
Pass out graph paper and demonstrate how to design shop.	2 hrs.	Practice laying out an original pet shop on graph paper.	2 hrs.		
Assist students in setting up model pet shop, including products and equipment.	2 weeks	Set up model pet shop, including supplies and equipment, so as to achieve efficiency and promote business.	2 weeks		

Unit IX — Pet Shop

Lesson 2

Sanitizing and Disinfecting Pet Shop

Objective: Students will sanitize and safely disinfect pet shop.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of sanitizing and disinfecting pet shop.	10 min	Discuss and take notes.			
Demonstrate how to sanitize and disinfect pet shop.	45 min	Practice sanitizing and disinfecting pet shop with germicidal detergent, sponge, brooms, and mop, so that the shop is germ- and parasite-free. Performance test	1 hr.		

Unit IX — Pet Shop

Lesson 3

Developing Client Rapport

Objective: The student will be able to establish good rapport with clients, including good personal hygiene.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of good client rapport — including personal hygiene — and its relationship to success in business.	20 min	Discuss and take notes.			
Demonstrate good client rapport through role-playing.	30 min	Practice good client rapport through role-playing. Performance test, including evaluation of personal cleanliness.	30 min		

Unit IX – Pet Shop

Lesson 4

Knowing Products

Objective: Students will demonstrate complete familiarity with all products sold in the shop by filling out a form giving details on each one and by achieving a score of 95% on an oral test on the products.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the need for knowing products and their labels.	20 min	Discuss and take notes.			"Knowing Products" (IX – 4)
Go over products in shop and point out things to look for.	1 hr.	Examine products and fill out handouts	2 hrs.		Products and their labels
		Oral test on products, their uses, and precautions.	15 min		

Unit IX — Pet Shop

Lesson 5

Selling

- Objectives:**
1. Students will set up display areas so as to demonstrate a knowledge of the importance of impulse buying.
 2. Students will sell and role-play selling pet remedies to customers.
 3. Students will be able to compute retail markups with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of impulse buying and shop layout. Explain markup on products.	20 min	Discuss and take notes.			Products sold
Identify various pet problems and products sold as remedies.	2 hrs.	Practice selling through role-play and real sales to customers.	2 weeks		
		Test on markups	30 min		
		Performance test			

Unit IX — Pet Shop

Lesson 6

Bookkeeping

Objective: Given cash inventory sheets, cash journal, sales journal, and general ledger, students will be able to keep the pet shop books with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of bookkeeping in business.	15 min.	Take notes.			Overhead transparencies and handouts of cash check-in sheets and daily balance slips. (IX — 6a—h)
Demonstrate use of various journals.	30-45 min.	Practice using journals. Keep the pet shop books.	4 mo.		
Demonstrate proper bookkeeping procedures. Go over handouts.	1 hr.				

Unit IX — Pet Shop

Lesson 7

Operating Cash Register

Objective: Students will be able to operate a cash register without jamming it and with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of efficient and accurate operation of cash register.	10 min	Discuss and take notes.			Charts "Making Change" (IX — 7a)
Demonstrate how to use a cash register and how to make change.	45 min	Practice using the cash register. Performance test	2 wks.		"Getting To Know the Cash Register" (IX — 7b)

UNIT X – NUTRITION

Job Titles:

Small-Animal-Care Technician

Kennel Attendant

Unit X – Nutrition

Lesson 1

Basic Dog Nutrition

Objective: Students will be able to state why a balanced diet is needed by a dog and what such a diet consists of, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss what students are feeding their dogs and whether they think the food is healthful.	½ hr.	Take notes.		<i>Collin's Guide to Dog Nutrition</i> <i>New Dog Encyclopedia</i>	"Nutrition" (X – 1)
Discuss Nutrition chart and what pets should be getting.	½ hr - 45 min	Complete oral quiz or written worksheet.			

Unit X – Nutrition

Lesson 2

Commercial Dog Foods

Objective: Students will be able to compare the nutritive and other values of dry, canned, and soft-moist dog foods, achieving 75% accuracy on a quiz.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the types of commercial foods available and the values of each. Include the relationship of cost to nutritive and convenience value.	45 min	Take notes. Compare foods for advantages and disadvantages and for nutrient content and cost.		<i>Collin's Guide To Dog Nutrition</i>	"Average Nutrient Content of Commercial Dog Foods" (Teacher's Guide) (X – 2)
		Discuss which types of foods are best for which dogs.	30 min		
		Oral quiz or written worksheet	15 min		

Unit X – Nutrition

Lesson 3

Caloric Requirements of Dogs

Objective: Given caloric requirement charts, students will be able to calculate the caloric requirements for a puppy, an adult pet, and a working dog, achieving a score of 75% on a written quiz.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of feeding the proper amount.	10 min	Take notes.		<i>Collin's Guide to Dog Nutrition</i>	Caloric Chart (X – 3)
Explain how to use the caloric requirement charts to determine the caloric needs of any particular dog.	15 min	Practice feeding calculations.	½ hr.		
		Oral quiz or written worksheet	15 min		

Unit X – Nutrition

Lesson 4

Feeding Requirements of Dogs

Objective: Given caloric requirement charts and labels from commercial dog foods, students will be able to develop suitable diets for different ages and types of dogs, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain how to use dog food labels and the feeding charts to determine the nutrients in the foods.	15 min	Take notes.		<i>Collin's Guide to Dog Nutrition</i>	Caloric Chart (X – 3) "Gaines Feeding Chart" (X – 4a)
Demonstrate preparing diet for a dog.	15 min	Develop diets for 3 types of dogs – puppy, adult, and working.	1 hr.		"Approximate Chemical Composition of Purina Dog Food Products" (X – 4b)
		Written project in preparing diets for different dogs.	1 hr.		
		Feed dogs if applicable.			

Unit X – Nutrition

Lesson 5

Basic Cat Nutrition

Objective: Students will be able to state why a balanced diet is needed by a cat and what such a diet consists of, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss what students are feeding their cats and why.	15 min	Take notes.		<i>Collin's Dog Guide to Nutrition</i>	"Nutrition" (X – 1)
Discuss the Nutrition Chart and what the pets should be getting.	½ hr.	Oral quiz	15 min		

Unit X – Nutrition

Lesson 6

Commercial Cat Foods

Objective: Students will be able to compare the nutritive and other values of the various types of commercial cat foods, achieving 75% accuracy on an oral quiz.

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Unit X — Nutrition

Lesson 7

Caloric Requirements of Cats

Objective: Given caloric requirement charts for cats, students will be able to calculate the caloric requirements for kittens and various adult cats, achieving a score of 75% on a quiz.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the Importance of feeding the proper amount.	10 min	Take notes.		<i>Gaines Basic Guide to Canine Nutrition (Cat Supplement)</i>	"Daily Food Requirements of Cats" (X - 7)
Explain how to use the caloric requirement chart to determine the caloric needs of any particular cat.	15 min	Practical calculations for male, female, and neutered cats of various ages and sizes.			
		Oral quiz or written worksheet	15 min		

Unit X – Nutrition

Lesson 8

Feeding Requirements of Cats

Objective: Given caloric requirement chart and labels from commercial cat foods, students will be able to develop suitable diets for different ages and types of cats, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain how to use the charts and cat-food labels to determine the nutrients in the food.	15 min	Take notes.		<i>Gaines Guide to Canine Nutrition (Cat Supplement)</i>	Food Requirement Charts (X-7) Commercial cat foods or their labels.
Demonstrate preparing a diet for a cat.	15 min	Develop diet for kittens and cats.	45 min		
		Written project in preparing diets for different cats.	½ hr.		
		Feed cats if applicable.			

UNIT XI – BREEDING

Job Title:

Small Animal Care Technician

Unit XI — Breeding

Lesson 1

Selecting Breeding Stock

Objective: Students will be able to state the desirable characteristics of a brood bitch and a stud dog for a strong, healthy breeding line, achieving a score of 85% on a written quiz.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss all points on handout.	30 min	Take notes.		<i>Dogs and How to Breed Them</i>	"Selecting Breeding Stock" (XI — 1)
Questions and answers	15 min	Written Quiz	20 min		

Unit XI — Breeding

Lesson 2

Breeding Cycles

Objective: Students will be able to describe the breeding cycles of dogs and cats with 95% accuracy. Using a whelping calendar, students will be able to determine the expected whelping dates of dogs and cats with 95% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss "Breeding and Whelping" handout in detail. Answer questions.	20 min	Take notes.		<i>The New Dog Encyclopedia</i>	"Breeding and Whelping Cycles of Cats and Dogs" (XI — 2a)
Explain how to use whelping calendar.	10 min	Oral quiz on breeding cycles	30 min	<i>Complete Cat Guide</i>	"Perpetual Whelping Calendar" (XI — 2b)
		Oral quiz — use of whelping calendar.	10 min		

Unit XI – Breeding

Lesson 3

Pre-Natal Care

Objective: Students will achieve a score of 85% on an oral quiz on the pre-natal care of a bitch or cat and the signs of impending whelping.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handout in detail.	30 min	Take notes. Oral quiz	15 min	<i>Dogs and How to Breed Them</i> <i>Complete Cat Guide</i>	"Pre-Natal Care of Mother" and "Signs of Whelping" (XI – 3)

Unit XI – Breeding

Lesson 4

Whelping

Objective: Students will achieve a score of 85% on a written quiz on the whelping of dogs and cats.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and then show film. Answer questions on it.	40 min	Take notes.		<i>Complete Cat Guide</i>	"Quick Guide to Normal Whelping of Bitch" (XI – 4)
Discuss handout – what is necessary to deliver a puppy and procedure to be followed.	15 min	Written quiz	15 min	<i>Dogs & How to Breed Them</i>	Film, "Managing a Whelping" (see Bibliography) Pregnant animal if available.

Unit XI – Breeding

Lesson 5

Common Post-Natal Complications

Objective: Students will be able to achieve a score of 75% on a written quiz on common post-natal complications and emergency treatment of them.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handout.	45 min	Take notes. Written quiz on symptoms and emergency treatments of common post-natal complications	30 min	<i>Dogs & How to Breed Them</i> <i>Complete Book of Cat Care</i>	"Common Post-Natal Complications" (XI – 5)

Unit XI – Breeding

Lesson 6

Weaning Young

Objective: Students will be able to wean puppies or kittens successfully.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handout in detail.	30 min	Take notes.		<i>Dogs & How to Breed Them</i>	"Weaning" (XI – 6)
Demonstrate making weaning formula.	30 min	Make formula.		<i>Complete Cat Guide</i>	A litter of kittens or puppies, if available.
Demonstrate initial steps in weaning young.	10 min	Wean kittens or puppies.	3 wks.		
		Performance test			
		Written test	45 min		

Unit XI -- Breeding

Lesson 7

Basic Genetics

Objective: Students will achieve a score of 75% on a written test designed to test their understanding of the inheritance of characteristics, to distinguish between dominant and recessive genes, and to know their role in breeding animals.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handouts in detail. By means of a diagram on the chalkboard, show the inheritance of dominant and recessive genes. Answer student questions.	1 hr.	Take notes. Written worksheets as required Written test	 30 min each 1½ hrs.	<i>Dogs & How to Breed Them</i> <i>Complete Book of Cat Care</i>	"Basic Genetics" (XI - 7a) "Diagram To Show Inheritance of a Single Trait" (XI - 7b) "Some Known Dominant and Recessive Traits" (XI - 7c)

UNIT XII – INTRODUCTION TO PROFESSIONAL HANDLING

Job Title:

Professional Handler Assistant

Unit XII – Introduction to Professional Handling

Lesson 1

AKC – Purpose and Functions

Objective: Students will be able to achieve 85% on a written test on the purpose and functions of the AKC.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the AKC, its purpose and various activities.	30 min	Take notes.		<i>The Complete Dog Book</i>	"The American Kennel Club" (XII – 1)
		Written test	30 min		

Unit XII – Introduction to Professional Handling

Lesson 2

AKC Show Systems

Objective: Students will be able to differentiate between and describe the two types of dog shows on a written quiz, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss match-show system.	10 min	Take notes.		<i>The New Dog Encyclopedia</i>	"AKC Shows" (XII – 2)
Discuss point-show system.	10 min				
		Written quiz	15 min		

Unit XII – Introduction to Professional Handling

Lesson 3

Entering a Dog Show

Objective: Students will be able to enter a purebred dog in a championship dog show.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain use of premium lists.	10 min	Take notes.			AKC Registration Form (XII – 3a)
Demonstrate proper way to fill in an entry blank.	20 min	Students will fill in a blank entry form with the necessary information about a particular dog with an AKC registration.			"Agreement of Sale – Showable Dog" (XII – 3b) "Official American Kennel Club Entry Form" – 1 filled in (XII – 3c) 1 blank (XII – 3d)

Unit XII – Introduction to Professional Handling

Lesson 4

Dog Show Organization

Objective: Students will be able to describe the organization of a championship dog show on a written worksheet, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss dog-show classes	30 min	Take notes.		Purina Dog Food Pamphlet	"Breed Competition" (chart) (XII – 4a)
Discuss dog-show organization. Use transparency.	30 min	Complete blank organization chart.	10 min	<i>How To Understand and Enjoy a Dog Show</i>	Empty chart as transparency (XII – 4b)
		Written worksheets	20 min		Worksheet (XII – 4c)

Unit XII – Introduction to Professional Handling

Lesson 5

AKC Gazette

Objective: Students will be able to locate specific information in AKC gazette with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the AKC Gazette and its value.	10 min	Take notes.		AKC Gazettes (back issues)	
Describe various sections and their uses.	1 hr.	Complete oral test, finding answers in Gazette to specific questions posed by teacher.	30 min		

Unit XII – Introduction to Professional Handling

Lesson 6

Constructing a Resco Lead and Choke

Objective: Students will be able to construct a resco lead and choke, and put it on the dog properly.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate how to construct a resco and choke.	10 min	Construct a resco and choke.	15 min		Live dog
Demonstrate how to put the leash on a dog correctly.	10 min	Put leash on dog.	10 min		
		Performance test			

Unit XII – Introduction to Professional Handling

Lesson 7

Stacking (Regular)

Objective: Given a resco lead and choke, students will be able to stack a show dog, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for stacking dogs.	10 min	Take notes.		<i>Forsythe's Guide to Successful Dog Handling</i>	Slide presentation "Introduction to Professional Handling" (School-produced series)
Demonstrate correct way to stack dog.	30 min	Practice stacking dogs.	10 wks		
		Performance test			

Unit XII – Introduction to Professional Handling

Lesson 8

Stacking (German Shepherd)

Objective: Given a resco lead and choke, students will be able to stack a German Shepherd, with 80% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate stacking German Shepherd.	20 min	Take notes. Practice stacking Shepherds. Performance test	10 wks		

Unit XII – Introduction to Professional Handling

Lesson 9

Gaiting a Dog

Objective: Given a resco and choke, students will gait a dog with 90% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of gaiting a dog properly.	10 min	Take notes.		<i>Forsythe Guide to Successful Dog Handling</i>	Transparency on Gaiting (XII – 9)
Demonstrate how to gait a dog correctly.	20 min	Practice gaiting dog, on correct side and at the right speed for the dog.	4 wks.		
		Performance test	5 min		

UNIT XIII – INTRODUCTION TO OBEDIENCE TRAINING

Job Title:

Dog Trainer

Unit XIII – Introduction to Obedience Training

Lesson 1

Obedience Trials

Objective: Students will achieve a score of 80% on an oral quiz on the history and nature of obedience trials

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handout in detail.	20 min	Take notes.		<i>The New Dog Encyclopedia</i>	"Obedience Trials" (XIII – 1)
Show film on obedience training (basic). Discuss.	1 hr.	Oral quiz	15 min		Film: "Training You To Train Your Dog" (Basic) (See Bibliography)

Unit XIII – Introduction to Obedience Training

Lesson 2

Come When Called

Objective: Students will train a dog to come when called, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of an obedient pet.	10 min	Take notes.			Live dog
Discuss ways to teach a dog to come when called. Demonstrate with a dog.	20 min	Practice teaching dog to come when called, first using leash, then not using a leash. Performance test	3 wks.		

Unit XIII – Introduction to Obedience Training

Lesson 3

Sit and Stay

Objective: Students will train a dog to sit and stay for 1 minute, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate ways to teach a dog to sit.	15 min	Using a leash, practice teaching dog to sit.	2 wks.		Live dog
Demonstrate stay command at beginner's level.	15 min	Practice stay command.	3 wks.		
		Performance test			

Unit XIII – Introduction to Obedience Training

Lesson 4

Housebreaking Puppies

Objective: Students will housebreak a puppy in from 1 to 3 weeks, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss need for puppy to relieve itself.	15 min	Take notes. Students who have tried to train their own puppies will discuss the success of their efforts.		<i>New Dog Encyclopedia</i>	"Housebreaking Puppies" (XIII – 4)
Discuss various ways to housebreak a puppy and the advantages and disadvantages of each.	30 min	Answer oral questions. Housebreak a puppy (optional)	15 min 1-3 wks		

Unit XIII – Introduction to Obedience Training

Lesson 5

Chewing

Objective: Students will correct a bad chewing habit within 1 week, with 90% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss chewing problem.	15 min	Relate practical experiences with own pets.	15 min	<i>Good Dog, Bad Dog</i>	"Breaking Chewing Habits" (XIII – 5)
Discuss handout in detail, point by point.	35 min	Take notes.			
		Oral quiz	15 min		
		Correct a dog's bad chewing habit.	1 wk.		

Unit XIII – Introduction to Obedience Training

Lesson 6

Jumping on People

Objective: Students will correct within 3 or 4 days a dog's habit of jumping on people, with 95% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of a dog's being well-mannered.	15 min	Discuss students' own problems with dogs' jumping.	15 min	<i>Good Dog, Bad Dog</i>	"Jumping on People" (XIII – 5)
Discuss handout in detail, point by point.	30 min	Take notes. Oral Quiz	15 min		Live dogs
Live demonstration with small and large dogs.	15 min	Practice with own dog or demonstration dog, using methods discussed. Performance test	3-4 days		

Unit XIII – Introduction to Obedience Training

Lesson 7

Heel on Leash

Objective: Students will teach a dog to heel on a lead with 90% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of a dog's being well behaved.	10 min	Take notes.			Live dog
Demonstrate heeling with live dog.	15 min	Practice heeling with dogs on lead. Performance test	6-8 wks		

Unit XIII – Introduction to Obedience Training

Lesson 8

Down and Stay

Objective: Students will train a dog to go down on lead and stay down for 3 to 5 minutes, with 95% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate teaching Down command.	15 min	Take notes.			Live dog
Demonstrate Stay command	15 min	Practice Down command, using lead.	6-8 wks		
		Practice Stay command.	6-8 wks		
		Performance test			

UNIT XIV – KENNEL DEVELOPMENT

Job Title:

Kennel Operator

Unit XIV – Kennel Development

Lesson 1

Fundamentals of Dog Housing

Objective: Students will be able to achieve a score of 85% on a written quiz on the essential factors to be considered when building or buying a kennel.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss handout.	30 min	Take notes.		<i>Kennel Building and Plans</i>	"Fundamentals of Dog Housing" (XIV – 1)
Discuss similarities and differences among boarding, breeding, and veterinarians' kennels.	30 min	Written quiz	15 min		

Unit XIV – Kennel Development

Lesson 2

Environmental and Internal Factors

Objective: In oral discussion, students will be able to explain the various environmental factors and internal factors that affect the type of kennel to be built, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Lead discussion about various environmental factors affecting the kennel building, such as location, soil, climate, etc.; and internal factors, such as types of dogs and types of kennels.	1 hr.	Take notes. Oral participation		<i>Kennel Building and Plans</i>	

Unit XIV – Kennel Development

Lesson 3

Basic Kennel Layout

Objective: Students will be able to list the various sections needed in a kennel, with 90% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss various sections required in a kennel.	½ hr.	Take notes.		<i>Kennel Building and Plans</i>	Transparencies of the layouts of several kennels. (XIV – 3a, b, c)
Using transparencies, explain the diagrams of several kennels.	½ hr.	Oral or written quiz	15 min		

Unit XIV – Kennel Development

Lesson 4

Flooring and Fencing

Objective: Students will be able to state the requirements for flooring and fencing and the types of each available, with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Present different floorings used and the pros and cons of each type.	20 min	Take notes.		<i>Kennel Building and Plans</i>	
Discuss various types of fencing available and the pros and cons of each.	20 min	Decide on type of flooring and type of fencing to be included in kennel design project (next lesson).			

Unit XIV — Kennel Development

Lesson 5

Kennel Design Project

Objective: Students will design kennels for particular uses.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review with class what must be included in design of a kennel.	1 hr.	Take notes.		<i>Kennel Building and Plans</i>	Transparencies of layouts (XIV — 3a, b, c)
Review transparencies of layouts.	15 min	Prepare project: Design a kennel for a particular use as an individual project. Use graph paper and draw to scale. Indicate: a. Purpose of various rooms b. Purpose of various open areas c. Types of flooring d. Types of fencing	2 days		

UNIT XV – ADVANCED PROFESSIONAL HANDLING

Job Title:

Assistant Professional Handler

Unit XV – Advanced Professional Handling

Lesson 1

Using Choke Collar Effectively

Objective: Students will be able to use a choke collar on a dog in three positions, with 85% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss and demonstrate three positions in which to use a choke collar.	20 min	Take notes.			Live dog
		Practice using choke collar on a dog in all three positions.	2 wks		
		Performance test	1 min.		

Unit XV – Advanced Professional Handling

Lesson 2

Loose-Lead Gaiting

Objective: Students will be able to loose-lead a dog while gaiting, maintaining control of the animal with 85% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for loose-leading.	10 min	Take notes.		<i>Forsythe's Guide to Successful Dog Handling</i>	
Demonstrate proper way to loose-lead a dog.	20 min	Practice loose-leading a dog with choke and resco.	4 wks		
		Performance test	5 min		

Unit XV – Advanced Professional Handling

Lesson 3

Gaiting in Triangular Pattern

Objective: Given a lead, students will be able to gait a dog in a triangular pattern, with 85% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss transparency.	10 min	Take notes.		<i>Forsythe Guide to Successful Dog Handling</i>	Transparency "Gaiting in Triangular Pattern" (XV – 3)
Demonstrate gaiting in triangular pattern.	30 min	Practice gaiting a dog in triangular pattern.	10 wks		
Discuss why most judges use a triangular pattern.	10 min	Performance test	2 min		

Unit XV — Advanced Professional Handling

Lesson 4

Gaiting in "L" Pattern

Objective: Given a lead, students will be able to gait a dog in an "L" pattern, with 75% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss transparency and reason for using "L" pattern.	15 min	Take notes.		<i>Forsythe's Guide to Successful Dog Handling</i>	Transparency "Gaiting in 'L' Pattern" (XV — 4)
Demonstrate gaiting a dog in an "L" pattern.	20 min	Practice gaiting a dog in "L" pattern.	10 wks		
		Performance test	2 min		

Unit XV – Advanced Professional Handling

Lesson 5

Gaiting in "T" Pattern

Objective: Given a lead, students will be able to gait a dog in a "T" pattern, with 75% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss transparency and reasons for a "T" pattern.	15 min	Take notes.		<i>Forsythe Guide to Successful Dog Handling</i>	Transparency "Gaiting in a 'T' Pattern" (XV – 5)
Demonstrate gaiting in a "T" pattern.	30 min	Practice gaiting dogs in a "T" pattern.	10 wks		
		Performance test	2 min		

Unit XV — Advanced Professional Handling

Lesson 6

Baiting

Objective: Given a leash and freeze-dried liver, students will be able to bait a dog with 65% effectiveness.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for baiting — to attract dog's attention and enhance dog's expression.	15 min	Take notes.		<i>Forsythe's Guide to Successful Dog Handling</i>	
Demonstrate how to bait a dog.	15 min	Practice baiting a dog.	10 wks		
		Performance test	10 min		

Unit XV — Advanced Professional Handling

Lesson 7

Attire and Attitude

Objective: Students will be able to achieve a score of 95% on a test of proper dress and attitude in the dog-show ring.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss points on hand-out in detail.	30 min	Take notes.		<i>Forsythe Guide to Successful Dog Handling</i>	"Attire and Attitude in Dog-Show Ring" (XV — 7)
		Written test	30 min		

Unit XV – Advanced Professional Handling

Lesson 8

Planning a Show Circuit

Objective: Students will plan a show circuit complete with selection of dogs, routes, mileage, accommodations, and costs, with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss show circuits.	10 min	Take notes.		<i>AKC Purebred Dogs Gazette</i>	Sample judging program (XV – 8)
Discuss how a dog handler plans to show dogs in a circuit.	45 min	Prepare written project. Use AKC Gazette, show schedules, road map, and hotel/motel directories.	3 wks		

UNIT XVI – SHOW-GROOMING TECHNIQUES

Job Title:

Assistant Professional Handler

Unit XVI — Show-Grooming Techniques

Lesson 1

Saving a Matted Coat

Objective: Students will be able to de-mat a dog with minimal hair loss.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain the importance of saving the dog's coat.	15 min	Discuss and take notes on various coat-saving methods.		<i>The Kalstone Guide to Grooming All Toy Dogs</i>	Live dog
Demonstrate various methods of saving coats.	45 min	Practice dematting dogs using the methods taught, including a. detangler spray b. slicker brush c. hands	4 wks	<i>The All-Breed Dog Grooming Guide</i>	
		Performance test	1-2 hrs.		

Unit XVI – Show-Grooming Techniques

Lesson 2

Sectioned Drying

Objective: Students will section-dry a dog to create the full-coated effect necessary for show grooming.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Point out reasons for drying a coat in sections.	10 min	Take notes.			
Demonstrate proper way to section a coat and dry it to create a full-coated effect.	30 min	Practice section-drying a coat with towel, sprayer, and brush.	2 mo.		
		Performance test	1-2 hrs		

Unit XVI – Show-Grooming Techniques

Lesson 3

Sectional Brushing

Objective: Students will be able to brush out a dog in sections to create an even flow and separation of hair.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Point out reasons for brushing out a dog in sections.	10 min	Take notes.			
Demonstrate correct way to section a dog and brush out coat.	30 min	Practice sectioning and brushing a bathed and dried dog, using mist spray and brushes.			
		Performance test	1 hr.		

Unit XVI – Show-Grooming Techniques

Lesson 4

Stripping Undercoats

Objective: Students will be able to hand-strip the undercoat of a show dog with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for stripping out undercoat in various breeds.	15 min	Discuss and take notes.		<i>Clipping and Grooming your Spaniel and Setter</i>	
Demonstrate hand- and stripping-knife methods to take out undercoat.	30 min	Practice hand-stripping various breeds, such as Spaniels and Afghans.	2 wks	<i>The All Breed Dog Grooming Guide</i>	
		Performance test	1 hr.		

Unit XVI – Show-Grooming Techniques

Lesson 5

Eye-Stain Removal

Objective: Students will be able to bleach the eye-stains out of the coats of white show dogs, with 65% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for bleaching away eye-stains.	5 min	Take notes.			
Discuss precautions necessary when using a bleaching agent.	15 min				
Demonstrate bleaching out stains.	30 min	Practice bleaching eye-stains on show dogs such as Bichon Frise.	2 wks.		
		Performance test	1 hr.		

Unit XVI – Show-Grooming Techniques

Lesson 6

Chalking

Objective: Students will be able to chalk a show dog for cleanliness and to enhance coloring, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for chalking dogs.	10 min	Take notes.			
Demonstrate chalking methods for block and powdered chinks.	30 min	Practice using both block and powder chinks.	2 wks		
		Performance test	30 min		

Unit XVI – Show-Grooming Techniques

Lesson 7

Correcting Cowhocks

Objective: Given a long-coated dog with a poor hindquarter, students will be able to scissor the coat on the legs so as to make the legs appear straight, with 65% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reasons for trying to conceal a dog's faults.	15 min	Take notes.		<i>The Complete Poodle Clipping and Grooming Book</i>	"Correcting Cowhocks" (XVI – 7)
Demonstrate how to scissor a dog's hind legs so as to make them appear straight.	45 min	Practice scissoring hind legs to make them appear straight.	6 mo.		
		Performance test	45 min		

Unit XVI – Show-Grooming Techniques

Lesson 8

Correcting Poor Fronts

Objective: Given a long-coated dog with a poor front, students will be able to scissor the coat on the legs so as to make the legs appear straight, with 65% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Review reasons for concealing faults.	10 min	Take notes.		<i>The Complete Poodle Clipping and Grooming Book</i>	"Correcting a Poor Front" (XVI – 8)
Demonstrate correct way to conceal poor fronts with accurate scissoring.	45 min	Practice scissoring poor fronts to appear straight.	6 mo		
		Performance test	1 hr.		

Unit XVI – Show-Grooming Techniques

Lesson 9

Show-Grooming a Wire Fox Terrier

Objective: Students will show-groom a Wire Fox Terrier, including hand-stripping the body, shaping the legs, and chalking, with 70% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss hand-stripping on terriers	10 min	Take notes		<i>Clipping and Grooming your Terrier</i>	"Hand-Stripping Wire Fox Terrier by Sections" (XVI – 9)
Demonstrate hand-stripping by sections.	3 wks	Practice hand-stripping by sections.	3 wks.		
Demonstrate shaping of legs.	30 min	Practice shaping legs with stripping knife.	6 mo.		
Demonstrate final chalking.	30 min	Practice final chalking	2 mo.		
		Performance test			

Unit XVI – Show-Grooming Techniques

Lesson 10

Show-Grooming Setters: Clipping Head and Neck

Objective: Students will be able to clip the head and neck of a setter with 75% accuracy according to standard.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read: Assignments)	Visual Aids
Discuss various setters and how to clip their heads and necks.	15 min	Take notes.		<i>Clipping and Grooming Your Spaniel and Setter</i>	"Spaniel Head Clip" (VII – 31)
Demonstrate proper way to clip a setter's head and neck.	30 min	Practice clipping setters' heads and necks.	1 mo.		
		Performance test	30 min		

Unit XVI – Show-Grooming Techniques

Lesson 11

Show-Grooming Setters: Body, Neck, and Tail

Objective: Students will be able to present a setter with minimal curls on the body and a blended neck and tail, with 85% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss reason for blending neck, tail, and body.	5 min	Take notes.		<i>Clipping and Grooming Your Spaniel and Setter</i>	
Demonstrate blending neck.	30 min	Practice blending neck.	4 mo.		
Demonstrate stripping out curls.	30 min	Practice straightening coat.	4 mo.		
Demonstrate blending tail.	15 min	Practice blending tail.	1 mo.		
		Performance test	1½-2 hr.		

Unit XVI – Show-Grooming Techniques

Lesson 12

Show-Grooming Setters: Feet

Objective: Students will be able to trim a setter's feet so as to appear as tight cats' feet, with 75% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the reason for trimming setters' feet.	5 min	Take notes.		<i>Clipping and Grooming Your Spaniel and Setter</i>	"Show-Grooming Setters' Feet" (XVI – 12)
Demonstrate the correct way to trim setters' feet.	30 min	Practice trimming setters' feet with thinning shears, clipper, and scissors.	1 mo.		
		Performance test	2 hrs.		

UNIT XVII – ADVANCED OBEDIENCE TRAINING

Job Title:

Dog Trainer

Unit XVII – Advanced Obedience Training

Lesson 1

Obedience Trial Classes

Objective: Students will achieve a score of 85% on a written quiz on obedience trial classes, their basic requirements, and the score sheets used.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Explain fully each item on handout.	45 min	Take notes.		<i>New Dog Encyclopedia</i>	"Obedience Trial Classes" (XVII – 1a)
Discuss score sheets.	15 min	Oral discussion			
		Written quiz.	15 min		"Obedience Trial Score Breakdown" (XVII – 1b)

Unit XVII — Advanced Obedience Training

Lesson 2

Heel Free

Objective: Students will train a dog to heel off lead, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Show film. Discuss.	1 hr.	Take notes.			Film: "Training You To Train Your Dog" (See Bibliography)
Demonstrate heeling free with live dog.	15 min				
Direct an obedience class, with students training their own dogs.	8 wks	Using a collar and leash, train a partially trained dog to heel off leash. Performance test — dog "graduation" (passes test)	6 wks.		Live dog

Unit XVII – Advanced Obedience Training

Lesson 3

Figure 8

Objective: Students will train a dog to heel around a figure 8, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Slide presentation	20 min	Take notes.			Film
Demonstration of figure 8 with dog.	20 min	Using two chairs, choke and collar, practice training a dog to heel around a figure 8. Performance test – dog graduation	3-4 wks		Live dog

Unit XVII — Advanced Obedience Training

Lesson 4

Stand and Stay

Objective: Students will train a dog to stand and stay while being examined by a stranger, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Slide presentation	20 min	Take notes.	20 min		Film
Demonstrate stand-stay with live dog.	20 min	With collar and leash, practice training a dog to stand for examination. Performance test — dog graduation	6-8 wks		Live dog

Unit XVII — Advanced Obedience Training

Lesson 5

Recall

Objective: Students will train a dog to do a finished recall, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Describe recall used in obedience trials.	10 min	Take notes.			Film
Slide presentation	25 min				Live dog
Demonstrate recall with a live dog.	15 min	Using a leash, practice training a dog for a finished recall.	6-8 wks		
		Performance test — dog graduation			

Unit XVII — Advanced Obedience Training

Lesson 6

Drop on Recall

Objective: Students will train a dog to drop on recall, with 50% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Slide presentation.	15 min	Take notes.			Film
Demonstrate drop on recall with live dog.	15 min	Using a lead, practice drop on recall. Performance test — dog graduation	2-3 wks		Live dog

Unit XVII — Advanced Obedience Training

Lesson 7

Pick Up Dumbbell

Objective: Students will teach a dog to pick up a dumbbell, with 50% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Show slides and discuss them.	30 min	Take notes.			Film
Demonstrate with a dog that picks up a dumbbell.	15 min	Using collar and lead, practice training dog to pick up dumbbell. Performance test	3 wks.		Live dog

Unit XVII — Advanced Obedience Training

Lesson 8

Retrieve on Flat Land

Objective: Students will train a dog to retrieve a dumbbell over level ground, with 65% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Show slides.	30 min	Take notes.			Film
Demonstrate with live dog.	15 min	With leash and dumbbell, practice training a dog to retrieve on flat ground. Performance test	2 wks.		Live dog

Unit XVII — Advanced Obedience Training

Lesson 9

Jump

Objective: Students will teach a dog to jump over AKC regulation high jumps, with 75% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate teaching dog to jump, with the help of transparency and live dog.	½ hr.	Using jump and leash, practice teaching dog to jump over the jump. Performance test	1-2 wks	<i>New Dog Encyclopedia</i>	Transparency of "Training a Dog To Jump" (XVII — 9) Live dog Jumps

Unit XVII – Advanced Obedience Training

Lesson 10

Retrieve Over Jump

Objective: Students will teach a dog to retrieve over a jump, with 50% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate teaching dog to retrieve over a jump.	½ hr.	Take notes.	½ hr.		Live dog
		Using leash and dumb-bell, practice training dog to retrieve over a jump.	3 wks.		Jumps
		Performance test			

Unit XVII – Advanced Obedience Training

Lesson 11

Broad Jump

Objective: Students will train a dog to jump over a regulation AKC broad jump, with 50% success.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Demonstrate broad jump with the help of transparency and live dog.	½ hr.	Take notes.			"Broad Jump" (XVII – 11)
		Using leash and broad jump, practice training dog to jump the broad jump.	2-3 wks		Live dog
		Performance test			Broad jump

UNIT XVIII – PREPARING FOR EMPLOYMENT

Job Titles:

All

Unit XVIII – Preparing for Employment

Lesson 1

Writing Resume

Objective: Students will prepare resumes with 100% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss importance of preparing an accurate and appealing resume.	10 min	Discuss and take notes.			Sample resume (XVIII – 1)
Demonstrate procedure for preparing a resume.	1 hr.	Prepare a personal resume, following the format of the sample given.	1 wk.		

Unit XVIII – Preparing for Employment

Lesson 2

Filling Out Job Applications

Objective: Students will fill out a sample job application with 100% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of properly filling out job applications.	10 min	Discuss and take notes			"Application for Employment" (XVIII – 2a, b)
Using transparency made from handout, demonstrate how to fill out a sample job application. Discuss each item in detail.	1 hr.	Fill out job application.	1 hr.		Overhead Projector

Unit XVIII – Preparing for Employment

Lesson 3

The Interview

Objective: Through discussion and role-playing, students will become familiar with the job interview and will be better equipped to conduct themselves well at a real interview.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the job interview from the company's point of view.	15 min	Discuss and take notes.			
Discuss and demonstrate the applicant's role, stressing proper appearance, promptness, attitude, responses to questions, and asking questions.	30 min	Role-play applying for different types of jobs. Take turns as interviewer and applicant.	2 hrs.		Videotape of role-playing.

Unit XVIII – Preparing for Employment

Lesson 4

Social Security

Objective: Students will demonstrate their knowledge of the social security system by achieving a score of 75% on a verbal quiz.

Students will fill out an application form for a social security number with 100% accuracy.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the social security system, using the handouts or projecting them.	30 min	Discuss and take notes.			Two charts on social security system (XVIII – 4a, b)
Demonstrate how to fill out blank application form.	30 min	Fill out blank application form.			Handout with blank application and sample card. (XVIII – 4c)
		Oral quiz			

Unit XVIII — Preparing for Employment

Lesson 5

Payroll Deductions

Objective: Students will be able to achieve a score of 75% on a written quiz containing problems on payroll deductions.

Teacher Activity	Est. Time	Student Activity	Est. Time	Related Theory & Concepts (Text & Read. Assignments)	Visual Aids
Discuss the importance of understanding a payroll check stub and checking stub each payday.	10 min	Discuss and take notes.			"Payroll Deductions" (XVIII — 5)
Go over each category on stub on handout, explaining each fully.	1 hr.	Practice filling out blank check stub, using imaginary numbers.	1 hr.		
		Written quiz	30 min		

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1953

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"Managing a Whelping"

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250 North Street
White Plains, N. Y. 10625

STUDENT HANDOUTS

SAFETY RULES

1. No fooling around at any time.
2. Animals may *only* be handled when authorized by instructor.
3. Cruel, inhumane, or reckless treatment of animals is prohibited.
4. *Always* move slowly when handling animals.
5. All animals must be on lead when not in cages or runs.
6. Student must attend animals at all times (tub, grooming table, examination tables, etc.).
7. No student is to use any equipment unless authorized by instructor.
8. All equipment must be signed out and signed in at the end of each session.
9. Any tampering with shop equipment, fire extinguishers, fan, or burglar system will result in immediate disciplinary action.
10. All footwear should be appropriate for shop duties.

SAFETY QUIZ

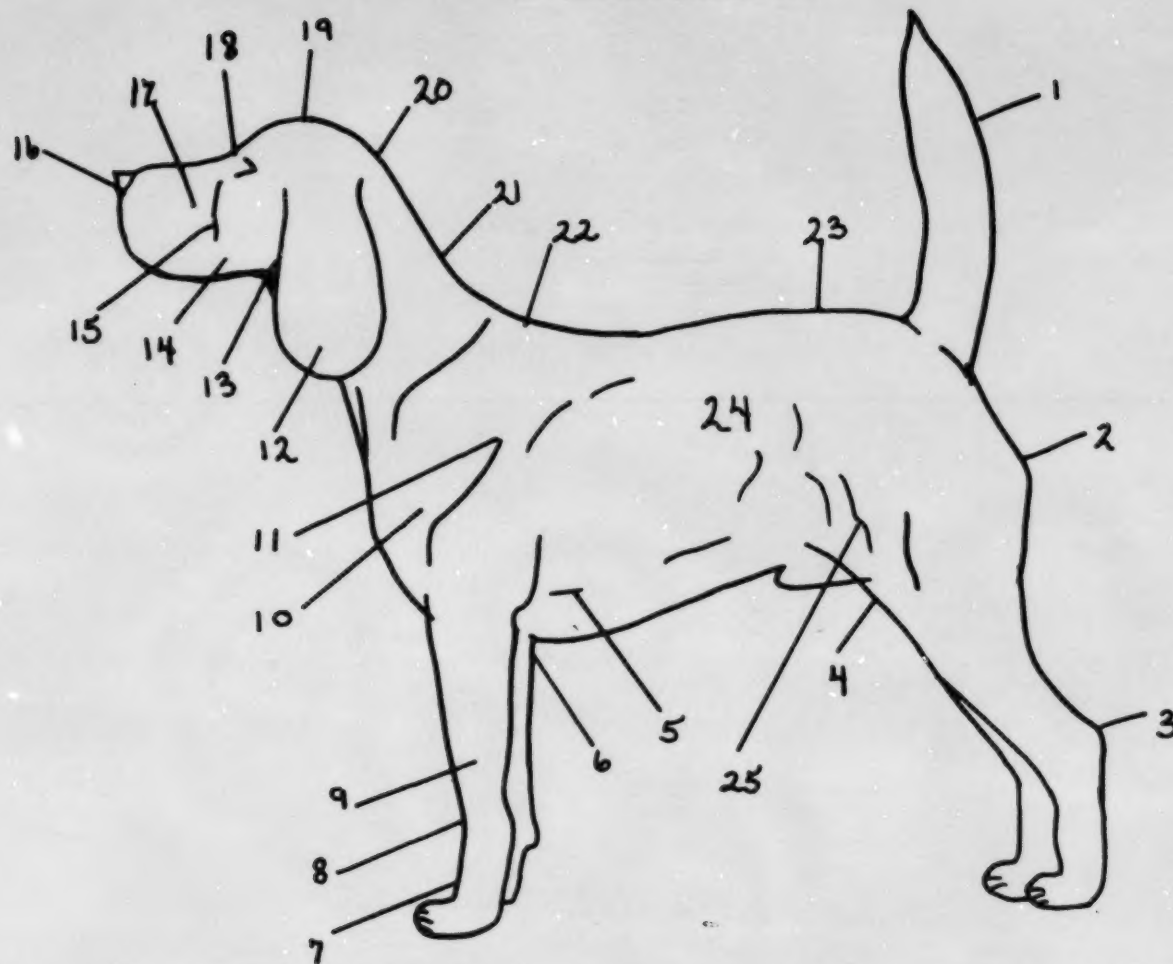
1. What is the basic safety rule of the shop?

2. What is the first rule before handling any animals?

3. What are the four safety rules involved in handling and taking an animal from a cage?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. What must you do before using any shop equipment?
 - a. _____
 - b. _____
5. What will happen if shop equipment is tampered with?

6. What type of footwear should be worn in the shop?

PROFILE OF A DOG



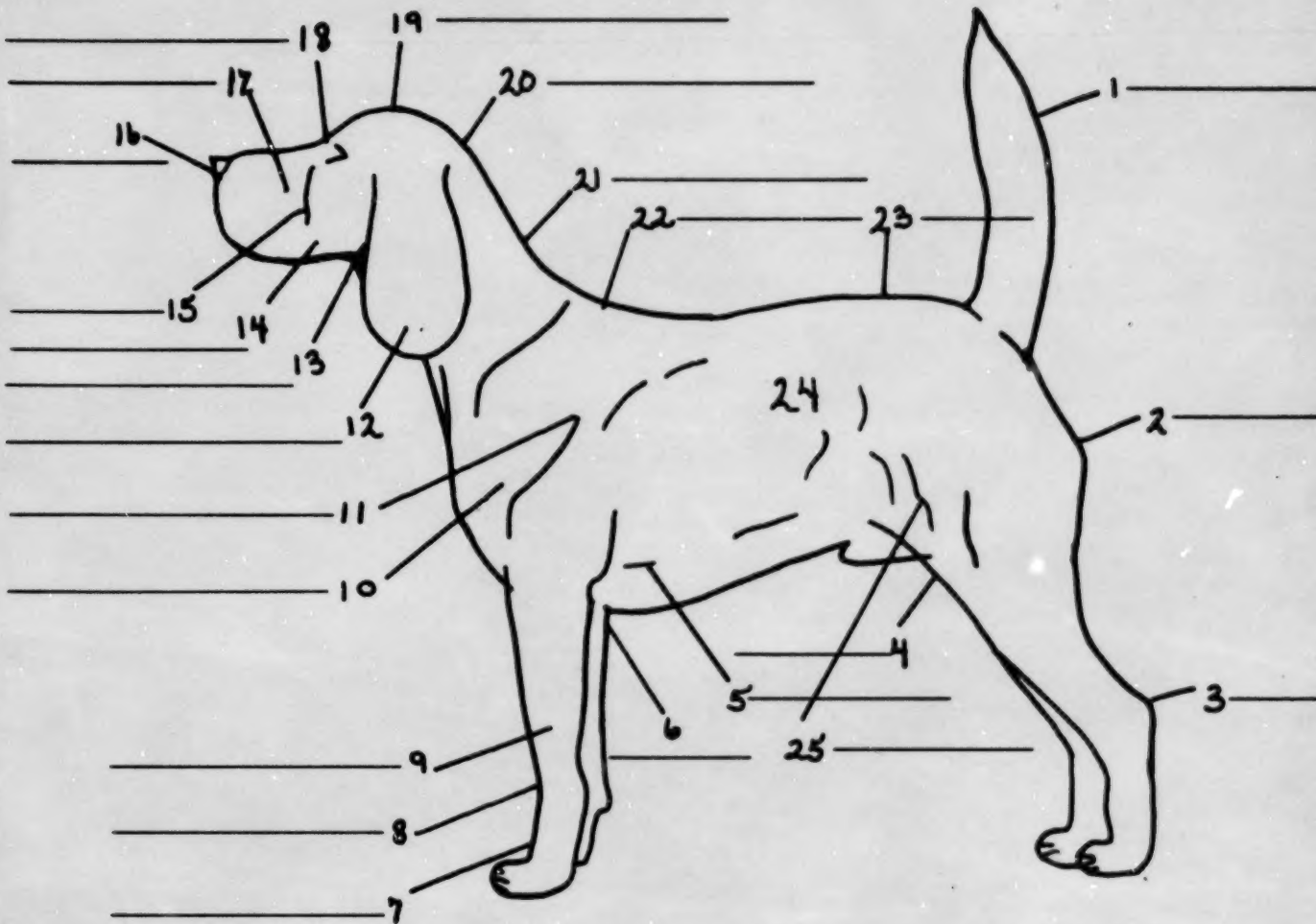
- 1. Brush or flag
- 2. Point of rump
- 3. Hock
- 4. Stifle
- 5. Chest
- 6. Elbow

- 7. Pastern
- 8. Knee
- 9. Forearm
- 10. Point of shoulder
- 11. Shoulder
- 12. Ear or leather

- 13. Dewlap
- 14. Lips or Flews
- 15. Cheek
- 16. Nose
- 17. Muzzle
- 18. Stop

- 19. Skull
- 20. Occiput
- 21. Arch or chest
- 22. Withers or top of shoulders
- 23. Hip
- 24. Loin
- 25. Tuck

QUIZ
PROFILE OF A DOG



BRIEF HISTORY OF THE DOG

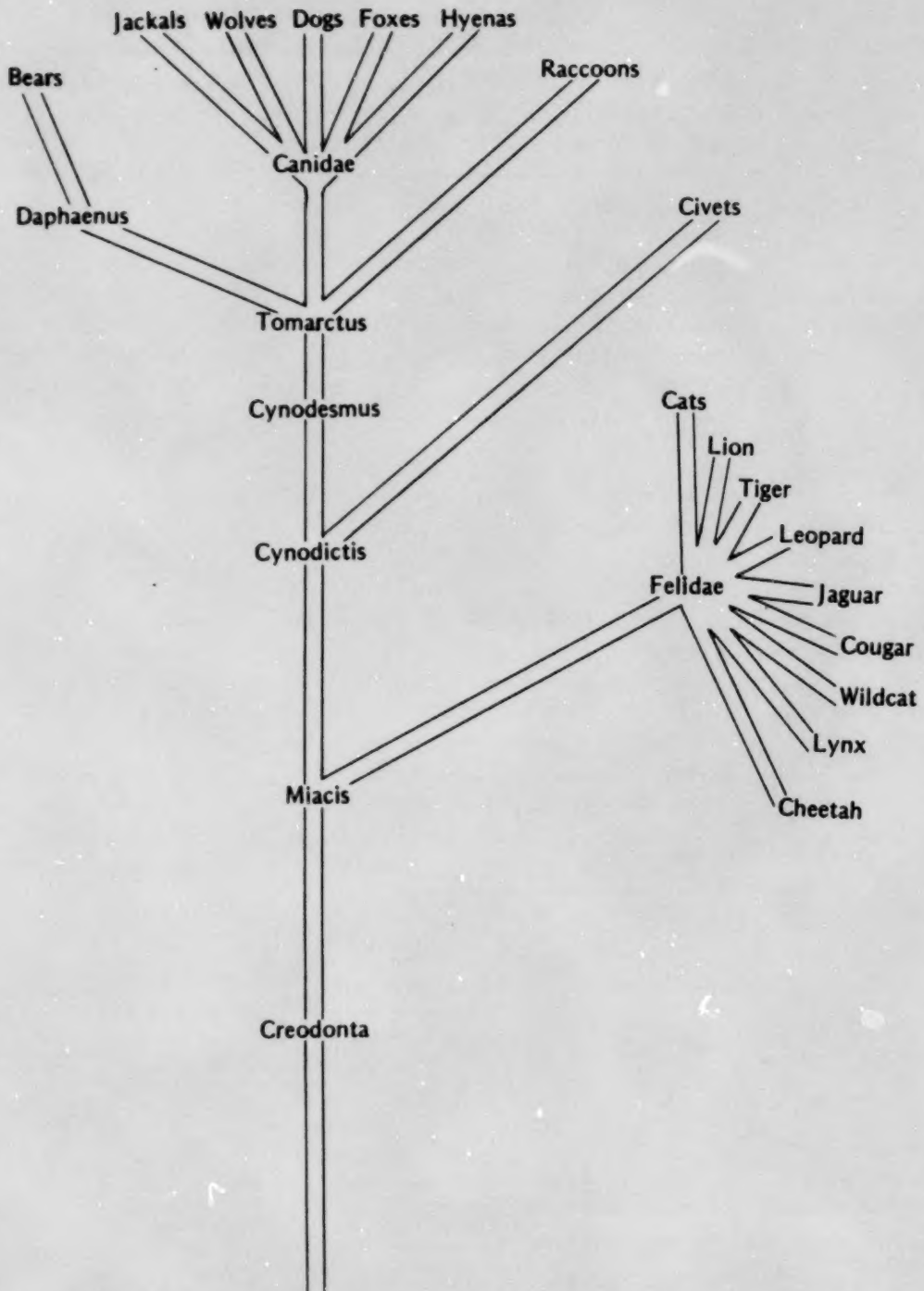
The dog's origin can be traced to the *creodonts*, which were small, flesh-eating mammals. This period on the earth was known as the Cretaceous period, when the dinosaurs lived. *Creodonts* were very small — about the size of mice. Nevertheless, they were mammals, all of which have certain things in common. All give birth to live young, which feed at a mother's breast. All are warm blooded and can maintain body temperature despite fluctuations in temperature around them. They have flexible skin, body hair, sweat glands, and complex lungs and hearts.

The end of the Cretaceous age was brought about by severe climatic change. Then the Eocene period came, in which *Miacis* developed. *Miacis* was fairly like its descendants as we know them today. It had heavy, short legs, walked flat-footed, and had toes. The miacids are believed to have climbed trees and to have been den dwellers. Den dwellers are known to clean up after their young until the young are able to crawl away and dispose of their body wastes outside the den. It is for this reason that dogs and cats can be housebroken.

The *cynodicts* came next. There was a greater resemblance to the modern dog — their toes were shorter, webbed, and developed a short thumb, which was to be the dew claw in later species.

Then came *Cynodesmus*, which was taller, followed by *Tomarctus*. *Tomarctus* was very dog-like, and was the actual ancestor of the *Canidae* or *canids*, consisting of the modern dog and its relatives, the wolves, foxes, jackals, and hyenas. There are a number of types of wild dogs found throughout the world.

No one knows the immediate ancestor of the dog as a domestic animal. For behavioral reasons, some people rule out the wolf. Upon meeting, wolf and dog fight to the death. It is believed that the only way wolf-dog matings are possible is taking a wolf-pup from its mother before its eyes open and raising it with dog puppies.



History of the Dog and Cat

A.K.C. DOG GROUPS

1. **The Sporting Breeds** — These breeds specialize in the finding and taking of game birds. Include the spaniels, smallest in stature, the tall, keen-nosed pointing breeds, and the retrievers, who are rugged, expert swimmers, proficient at recovering fallen game on land or in water.
2. **The Working Breeds** — Their ancestors protected flocks from wild animals and roving thieves, drove cattle to market, drew sleds across vast, snow-swept lands, or acted as guards for large estates. Many are still used today as herders, watch dogs, or leaders of the blind.
3. **The Hound Breeds** — These comprise the long-limbed coursing hounds, created for endurance, speed and keen vision, and the medium-sized and small tracking hounds, created to follow by scent almost anything that moves afoot, with diligence and patience. These are probably the oldest breeds of dogs known to man.
4. **The Terrier Breeds** — Bold, alert dogs named after the Latin word for earth, "terra," into which they followed their quarry. In their various forms, the terriers became the assistants of the farmer, the gamekeeper, the huntsman, and the land owner. They also gained favor as pets.
5. **The Toy Breeds** — The smallest dogs, created entirely for the purpose of pleasure and companionship. Some are exact miniatures of other breeds, and some stem from older types prized by royalty in ancient times. In spite of their small size, they are plucky and exceptionally long-lived.
6. **The Non-Sporting Breeds** — Various types with a wide range of backgrounds and characteristics. Some have survived as companion dogs after the disappearance of their original specialized work; others have always been valued chiefly as pets.

A.K.C. DOG BREEDS**The Sporting Breeds**

Irish Setter	Pointer
Gordon Setter	German Shorthaired Pointer
English Setter	Wirehaired Pointing Griffon
Labrador Retriever	German Wirehaired Pointer
Golden Retriever	Weimaraner
Flat-coated Retriever	Vizsla
Curly-coated Retriever	
Chesapeake Bay Retriever	
Irish Water Spaniel	
Sussex Spaniel	
English Springer Spaniel	
Field Spaniel	
American Water Spaniel	
Welsh Springer Spaniel	
Clumber Spaniel	
Brittany Spaniel	
English Cocker Spaniel	
Cocker Spaniel	

A.K.C. DOG BREEDS**The Working Breeds**

Mastiff	German Shepherd
Bullmastiff	Belgian Sheepdog
Great Dane	Old English Sheepdog
Saint Bernard	Shetland Sheepdog
Newfoundland	Belgian Tervuren
Great Pyrenees	Bernese Mountain Dog
Kuvasz	Komondor
Rottweiler	Briard
Doberman Pinscher	Collie (Rough)
Bouvier des Flandres	Collie (Smooth)

Akita
Boxer
Giant Schnauzer
Puli
Standard Schnauzer
Pembroke Welsh Corgi
Cardigan Welsh Corgi
Siberian Husky
Samoyed
Alaskan Malamute

A.K.C. DOG BREEDS

The Hound Breeds

Irish Wolfhound

Borzoi

Scottish Deerhound

Afghan Hound

Greyhound

Saluki

Rhodesian Ridgeback

Black and Tan Coonhound

Otterhound

Bloodhound

American Foxhound

English Foxhound

Whippet

Norwegian Elkhound

Harrier

Beagle

Basset Hound

Basenji

Longhaired Dachshund

Wirehaired Dachshund

Smooth Dachshund

A.K.C. DOG BREEDS**The Terrier Breeds**

Airedale Terrier

Bull Terrier

Kerry Blue Terrier

Irish Terrier

Welsh Terrier

Scottish Terrier

Australian Terrier

Manchester Terrier

Bedlington Terrier

Lakeland Terrier

Border Terrier

Cairn Terrier

Norwich Terrier

Skye Terrier

American Staffordshire Terrier

Soft-Coated Wheaten Terrier

Dandie Dinmont Terrier

West Highland White Terrier

Fox Terrier (Wirehaired)

Fox Terrier (Smooth)

Miniature Schnauzer

Sealyham Terrier

A.K.C. DOG BREEDS**The Non-Sporting Breeds**

Chow Chow

Dalmatian

Keeshond

Boston Terrier

Tibetan Terrier

Schipperke

Standard Poodle

Miniature Poodle

Bichon Frise

Lhasa Apso

Bulldog

French Bulldog

The Toy Breeds

Shih Tzu

Papillon

Japanese Spaniel

English Toy Spaniel

Miniature Pinscher

Pekingese

Pomeranian

Pug

Toy Poodle

Yorkshire Terrier

Silky Terrier

Toy Manchester Terrier

Brussels Griffon

Italian Greyhound

Affenpinscher

Maltese

Chihuahua (long coat)

Chihuahua (smooth coat)

DOG BREED QUIZ

- I. List the six major categories of dogs and a brief description of the characteristics for which they were developed.

1. _____

2. _____

3. _____

4. _____

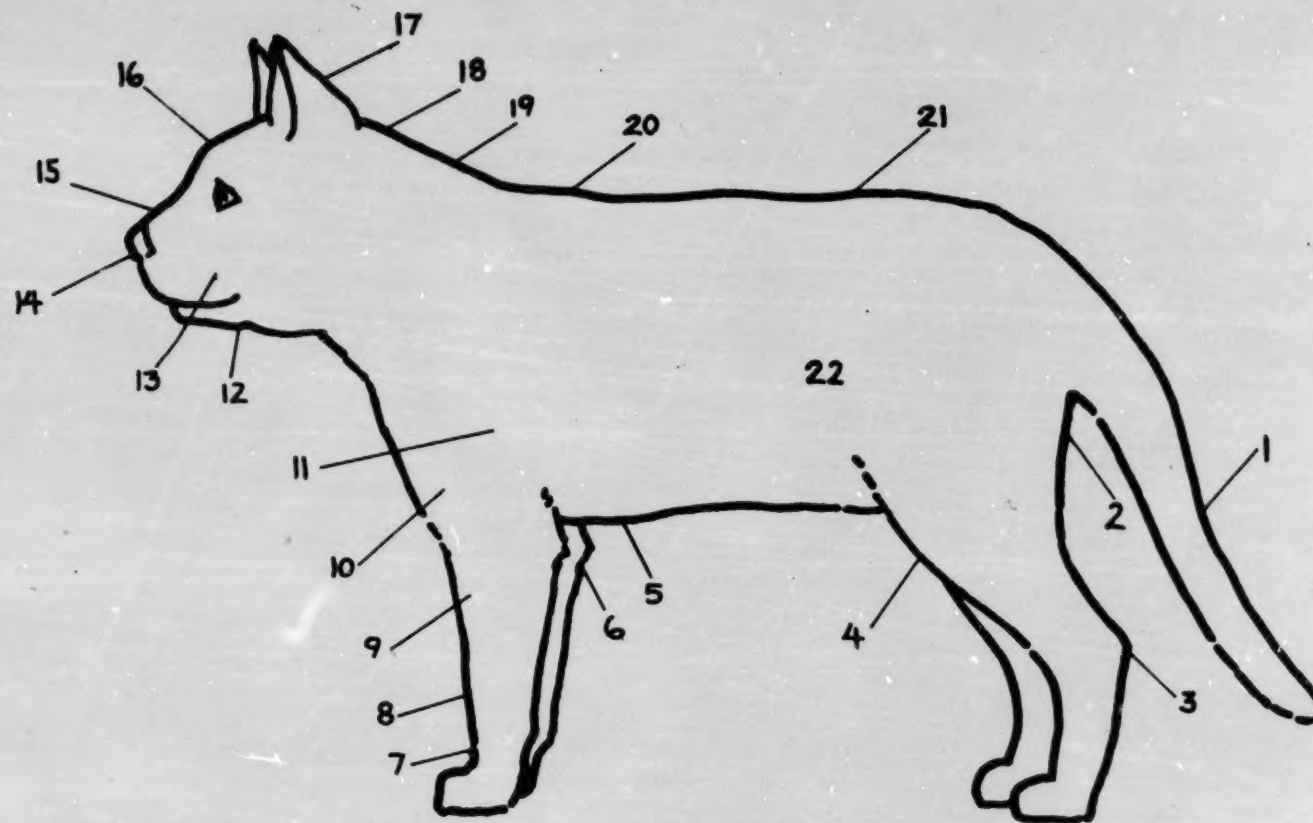
5. _____

6. _____

- II. List three breeds of dogs in each category.

1. a. _____	2. a. _____
b. _____	b. _____
c. _____	c. _____
3. a. _____	4. a. _____
b. _____	b. _____
c. _____	c. _____
5. a. _____	6. a. _____
b. _____	b. _____
c. _____	c. _____

PROFILE OF A CAT



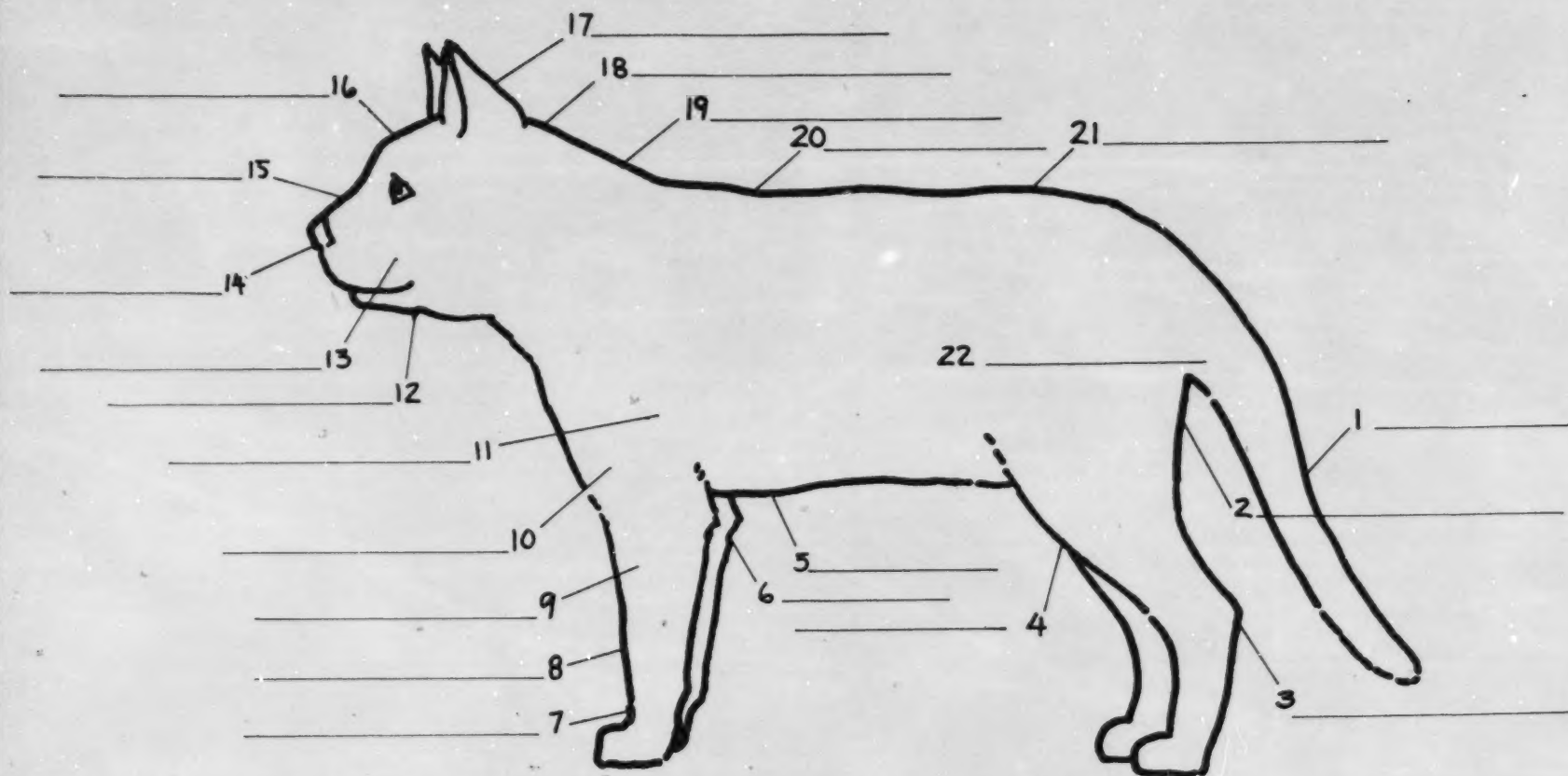
- 1. Tail
- 2. Point of rump
- 3. Hock
- 4. Stifle
- 5. Chest
- 6. Elbow

- 7. Pastern
- 8. Knee
- 9. Forearm
- 10. Point of Shoulder
- 11. Shoulder
- 12. Lips or flews

- 13. Cheek and Muzzle
- 14. Nose
- 15. Stop
- 16. Skull
- 17. Ear
- 18. Occiput

- 19. Neck
- 20. Withers or Top of shoulders
- 21. Hip
- 22. Loin

QUIZ
PROFILE OF A CAT



THE BRIEF HISTORY OF THE CAT

We have already seen that the cat descended directly from *Miacis*, and, like the dog, its final domestication is uncertain. However, there are a number of theories to explore.

It is believed by the experts that the original domesticated cat was a result of crossbreeding between smaller jungle cats and desert cats of Africa, Asia, and India. These cats looked much like today's pedigreed Abyssinian. Unlike the theories of the wolf-dog matings, which probably did not take place, it is believed that the wild cat does interbreed with the domestic cat.

In early years in Egypt, it was believed that cats were somehow supernatural. For this reason the cat was treated as royalty, and many stories evolved about the special powers of cats. Many people of royalty would have their cats embalmed after death; they even embalmed mice so that the cat would have food on its way through the underworld! Whole towns would go into mourning when cats of kings and queens died.

More recently the cat's popularity has been attributed to Harrison Weir of England, who organized the first cat show. He developed the first point standards toward which to breed, in the 1880's.

The economic importance of the domestic cat is very great, since it destroys large numbers of rats, mice, and other small pests. Not only farmers, but grain houses and other food-storage places have cats on their premises.

CAT BREEDS — GREAT BRITAIN

Long-Haired Cats

Black
 White with Blue Eyes
 White with Orange Eyes
 Blue
 Red Self
 Cream
 Smoke
 Tortoiseshell
 Tortoiseshell and White

Blue Cream
 Bicolored
 Brown Tabby
 Red Tabby
 Silver Tabby
 Chinchilla
 Colorpoint
 Burman Cat (Sacred Cat of Burma)
 Any other color

Short-Haired Cats

Black
 White with Blue Eyes
 White with Orange Eyes
 British Blue
 Cream
 Tortoiseshell
 Tortoiseshell and White
 Tabbies:
 Brown
 Silver
 Red
 Mackerel (any other variety)
 Spotted
 Blue Cream
 Bicolored
 Manx

Foreign
 Russian Blue
 Abyssinian Normal
 Abyssinian Red
 Burmese
 Burmese Blue
 Chestnut Brown Foreign
 Siamese:
 Seal Point
 Blue Point
 Chocolate Point
 Lilac Point
 Tabby or Lynx Point
 Any other color

 Red-Point (Siamese type)
 Cornish Rex-Coated
 Devon Rex-Coated

CAT BREEDS — UNITED STATES

The American standards are slightly different, as also are the subdivisions:

Long-Haired Cats**Solid-color cats:**

- White
- Black
- Blue
- Cream
- Red
- Peke-Faced Red

Tabby and Tortie:

- Brown Tabby
- Tortoiseshell
- Tortoiseshell (Peke-Faced)
- Calico (Tortie and White)
- Blue cream

Silver

- Chinchilla Silver Tabby
- Shaded Silver
- Blue and Black Smoke

Himalayan**Main Coon Cat****Short-Haired Cats****Domestic Shorthair**

- Manx
- Abyssinian
- Burmese
- Russian Blue (Maltese)
- Rex

Siamese:

- Seal Point
- Chocolate Point
- Blue Point
- Frost Point or Lilac Point
- Red Point
- Lynx Point



CAT BREEDS — The Burmese

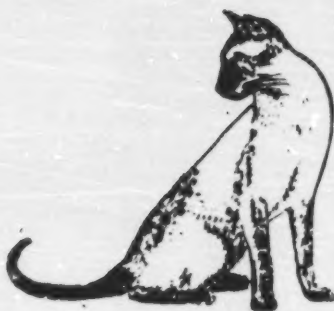
As in many animal breedings, the Burmese has no real evidence of having originated in Burma. In full maturity the body should be a solid color of rich, dark seal-brown, shading to slightly lighter on chest and belly. No white or tabby markings. Ears, mask, and points are only slightly darker than back coat color. Awards should be withheld from mature cats showing decided contrast between coat color and points. In kittens and young cats, all colors may be slightly lighter, with greater contrast allowed between coat color, mask, and points.

The body should be medium in size, dainty and long, neck long and slender, legs proportionately slim, hind legs slightly higher than front, feet small and oval in shape, and the tail long and tapering to a point. Slight kink at the extreme tip only is permissible.



The Russian Blue

Originating in Russia and developed in Britain, the Russian Blue had its name changed a number of different times. However, because the breed could not be reproduced accurately by modern breeders, the Governing Council in England reinstated them as "Russian Blues" in 1948. The Russian Blue cat differs markedly from the ordinary British Short-Hair, being lithe, long, and snaky, fine in bone, with a decidedly longish face and narrowish skull, while the ears are rather large and pointed. The primary feature which distinguishes it from all other cats, blue or otherwise, is the coat, which is short, close, and lustrous, and of a sealskin texture. The Russian Blue is also longer in the leg than the British Blue.



The Siamese

The Siamese cat should be beautifully balanced, with head, ears, and neck carried on a long body, supported on fine legs and feet, and with a tail in proportion. The head and profile should be wedge-shaped, neither round nor pointed. The mask should be completely connected by tracings with the ears (except in kittens). The eyes are deep blue; a green tinge is considered a fault. Expression is alert and intelligent. A white toe or toes automatically disqualifies an exhibit. It is important to note that the standard with regard to type and shape is the same for all Siamese cats. Contrary to popular opinion, the show standard does not require cross eyes or a kink at the end of the tail.



The Abyssinian

Like many other breeds, the origin of this cat is hard to pinpoint. Thousands of years ago, there were many Egyptian paintings and murals showing cats that looked very much like this breed. They have been popular in Britain since the late 1800's. It was not until the 1930's that the breed became popular in America.

The color and type is ruddy brown, ticked with black or dark brown. There is double- or treble-ticking — that is, there are two or three bands of color on each hair. This is preferable to single-ticking. There are no bars or other markings, but a dark spine-line will not militate against an otherwise good specimen. Inside the forelegs and belly, there should be a tinge to harmonize well with the main color, the preference being given to orange-brown. The head is long and pointed; the ears are sharp, comparatively large, and broad at the base.



The Domestic Shorthair

At first glance the Domestic Shorthair seems to be an ordinary alley cat with no possibility of any value. This is far from the fact. The Domestic Shorthair has as strong a pedigree as any other and must conform to type in shows. This breed comes in many colors, and the show standard is that of a powerfully built cat showing good depth of body. The chest is full and broad; the tail is thick at base; and the legs are of good substance and in proportion to the body. The head is broad, with cheeks especially well developed in the male, and the nose and face are medium-short with eyes set wide apart. The muzzle should not be as short as in the longhairs.



The Maine Coon

This cat is a newly recognized breed in the United States. Its obvious origin is Maine — by way of ships from Turkey. It is falsely believed, because of its appearance, to have been a cross of cat and raccoon.

The type is that of a very large, powerful cat, with rings around the tail. This breed is larger than ordinary cats, with full coats but hair not quite so long as that of the longhairs.

The behavior of the Coon cats is also markedly different from that of other cats. They will pick a very high place to sleep rather than being content to sleep near or on the ground. This is another similarity to the raccoons, which are avid climbers.



The Manx

This tailless cat is famous for having been bred on the Isle of Man. It is very difficult, however, to breed Manx cats that do not have stubs or actual tails. Manx bred to Manx may carry a lethal gene, resulting in death to the kittens. Tailless cats may be born from cats with tails as well as from those with half-tails and stumps.

The Manx has a rabbit-like gait, which legend claims resulted from being crossed with a rabbit — which is impossible. A more likely theory is that the tailless cats developed from a mutation of a tailed cat.

The standard calls for taillessness, height of hind-quarters, shortness of back, and depth of flank. The Manx has a rabbit or hopping gait. The coat is what is termed "double," namely, soft and open like that of a rabbit, with a soft, thick undercoat. That is another essential. Great attention should also be paid to roundness of rump — as round as an orange is ideal.



The Longhair

The origin of the longhair is uncertain, and there are talks of mating with wild cats of Europe. The first longhairs were brought to Europe from Angora (Ankara, Turkey) about 300 years ago. They had smaller heads, large ears, and longer noses than those of today. Other longhairs came from Persia. They had larger heads, smaller, rounded ears, tufts, larger eyes, big frills around the head, and shorter, fuller tails.

The American longhair standard calls for a cat of cobby type, that is, low on the legs, deep in the chest, massive across the shoulders and rump, and with a short, well-rounded middle piece. The cat should be large or medium, but there should be no sacrifice of quality for the sake of mere size. The head should be round and massive, with great breadth of skull. It should be well set on a neck that is not too long.

CAT BREED TEST

1. Give a brief history of the origin of the cat.
2. List eight breeds of cats. State whether each is long-haired or short-haired, and give the basic characteristics of each.

Thursday October 14 (200)

Friday October 15 (200)

Saturday October 16 (200)

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CLIENT HISTORY CARD

Name		Telephone		Date
Address				
Street	City	State	Zip	
Breed:	Color:	Name:	Sex:	Age:

Date	Comments	Fee	Balance

CAGE IDENTIFICATION CARD

Owner _____

Breed _____

Name _____

Sex _____

Date _____ In _____ Out _____

KENNEL MANAGERS' SCHEDULE

Kennel Managers

Jobs:

(1) Clean-up

- ☐ Dog cages
- ☐ Rabbit cages
- ☐ Sinks and tubs
- ☐ Equipment cabinet (Shop)
- ☐ Equipment cabinet (Lab)
- ☐ Related room
- ☐ Grooming table and examination tables
- ☐ Lab tables (inside and out)
- ☐ Runs (including panels) — disinfection
- ☐ Runs — bleaching (once a month)
- ☐ Windows and heating vents
- ☐ Walls and ceilings, including blackboard
- ☐ Garbage cans

(2) Other managerial jobs

- ☐ Scheduling of grooming
- ☐ Scheduling of feeding and watering

GROOMING TOOLS

Matting Comb	A heavy comb with wide teeth, used for removing mats from long-haired breeds.
Finishing Comb	This is a regulation-size comb with about 62 teeth, of which half are medium size and half fine. It is used on all breeds and on cats.
Wire Slicker Brush	A wire brush, made in various sizes, used for removing dead hair and dematting on all breeds.
Universal Slicker Brush	A curved wire brush used specifically for dematting.
Pin Brush	An oval brush used for regular brushing and dematting of long-coated dogs.
Rubber Brush	A round or rectangular brush used on short-coated breeds for removing dead hair.
Shedding Brush	A metal blade with leather handles on each end which, when clasped together, form an oval. Used on breeds which shed excessively, as the German Shepherd and Siberian Husky.
Nail Clippers	There are many types of nail clippers, of which we will use two. One is the guillotine — the type used for small and medium-sized dogs. The other is the scissors or pliers-type, used for large dogs and hard nails.
Cage Dryer	Used to dry an animal inside a cage. It is placed on the door. Use only on <i>cool</i> and <i>warm</i> settings.
Floor Dryer	A high-speed blow-dryer, used to fluff-dry a long-coated dog. Use only on <i>cool</i> and <i>warm</i> settings.
Hemostat	A stainless steel scissor-like clamp used to clean and pluck hair from ears.

GROOMING TOOL TEST

1. What type of nail clipper is used on large or very hard nails?

2. Which dryer would be used in drying a poodle?

3. What type of brush is used on short-coated breeds like the Doberman?

4. Which comb is used for removing mats from long-coated breeds like the Afghan?

5. Which brush is used for removing dead hair and dematting on all breeds?

6. Which comb is used for all breeds and on cats?

7. Which brush is used specifically for dematting?

8. Which brush is used for regular brushing and dematting of long-coated breeds?

9. What tool would you use on breeds that shed excessively?

10. What setting should you *never* put the dryers on?

NAIL TRIMMING AND FILING

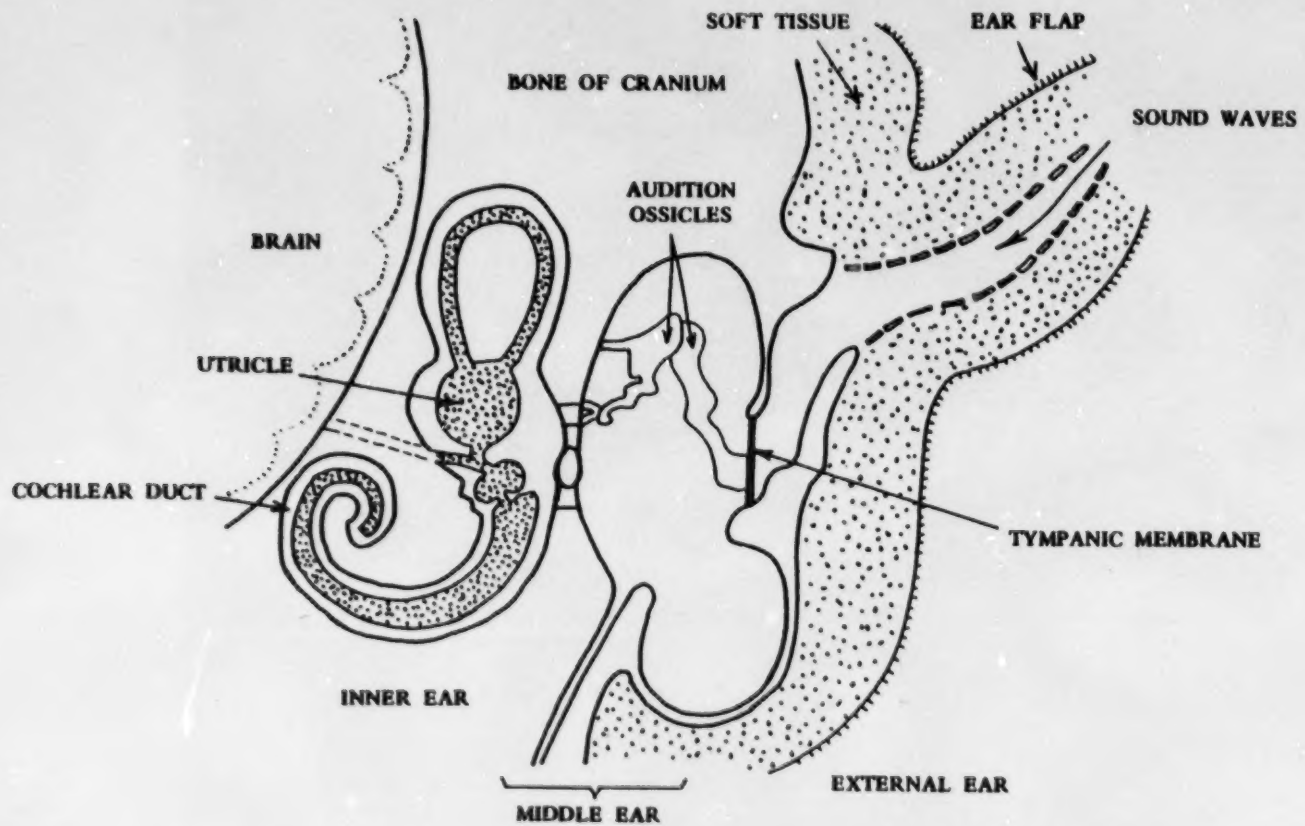


Materials: Sponge swab, blood coagulator

Tools and Equipment: Grooming table with post and loop; a nail trimmer, pedicure file.

- Procedure:**
1. Place dog on table with head in loop, and adjust to size.
 2. If nail is white, look for quick and cut straight up for first cut, just before quick.
 3. Second cut will be made on angle as in above sketch.
 4. If nail is black, cut off a little at a time until you near quick, then cut on angle.
 5. If you hit quick, put coagulator on end of finger and push on nail to stop bleeding.
 6. Use a pedicure file to smooth out the cut. File in one direction only. Never use a back-and-forth motion.

DIAGRAM OF DOG EAR



EAR CLEANING

(Refer to large diagram for sketch.)

Materials: Cotton, peroxide, ear powder.

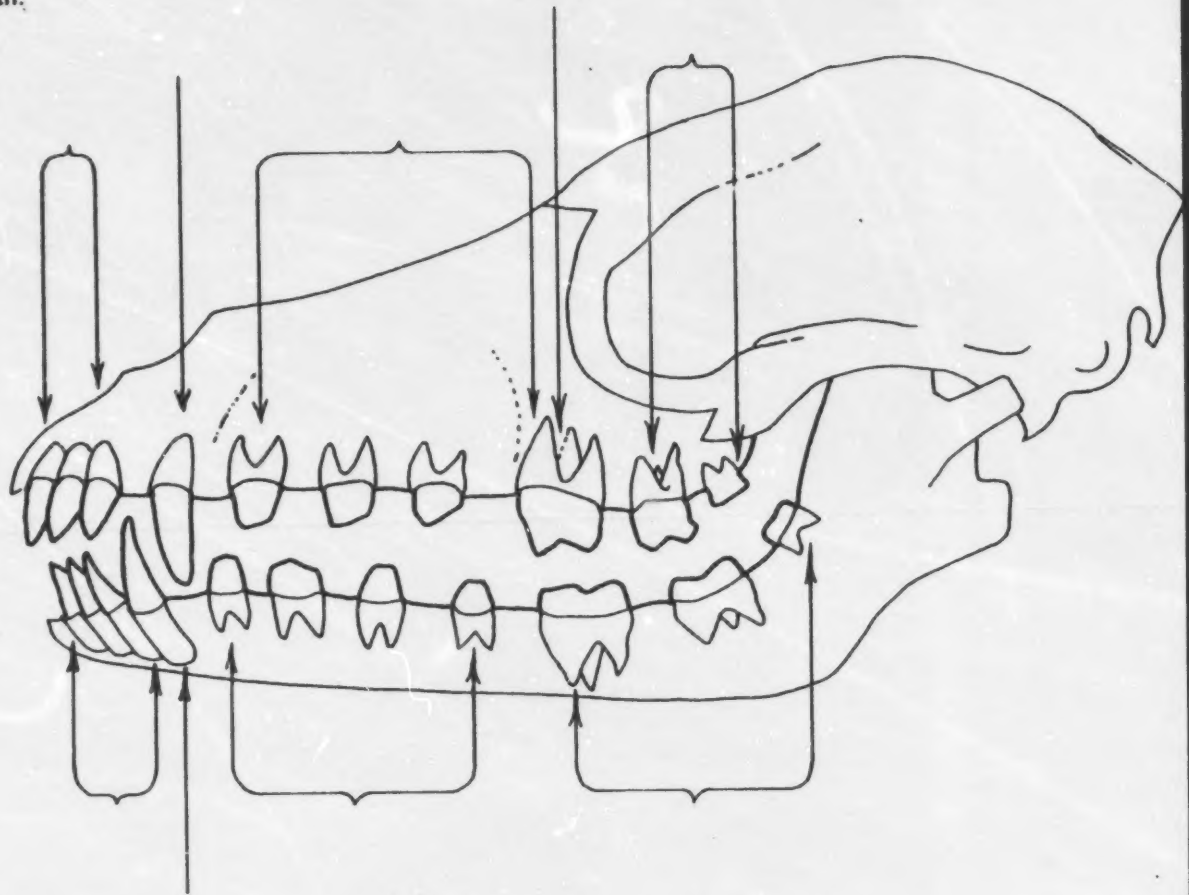
Tools and equipment: Grooming table with post and loop; hemostat.

- Procedure:**
1. Place animal on table. If dog, put head in loop.
 2. If hair must be plucked from canal, place small amount of powder in canal, so that hair can be grabbed with hemostat. Pluck out hairs.
 3. Using cotton and fingers, place small amount of peroxide on cotton and ream out the ear as much as possible with fingers.
 4. Clasp small amount of cotton with hemostat and wrap around to form swab.
 5. Holding ear upright, place swab in ear canal and twist slowly. *Do not* push down hard.
 6. Swab out all crevices in outside ear.
 7. Never use cotton on one ear that you used in previous ear, as you may transfer infection.
 8. When clean, put small amount of ear powder in canal to dry up any moisture.

DIAGRAM OF DOG TEETH

Dentition of the dog.

There are 20 teeth in the upper jaw and 22 in the lower one. The last and largest of the upper premolars is called the carnassian tooth.



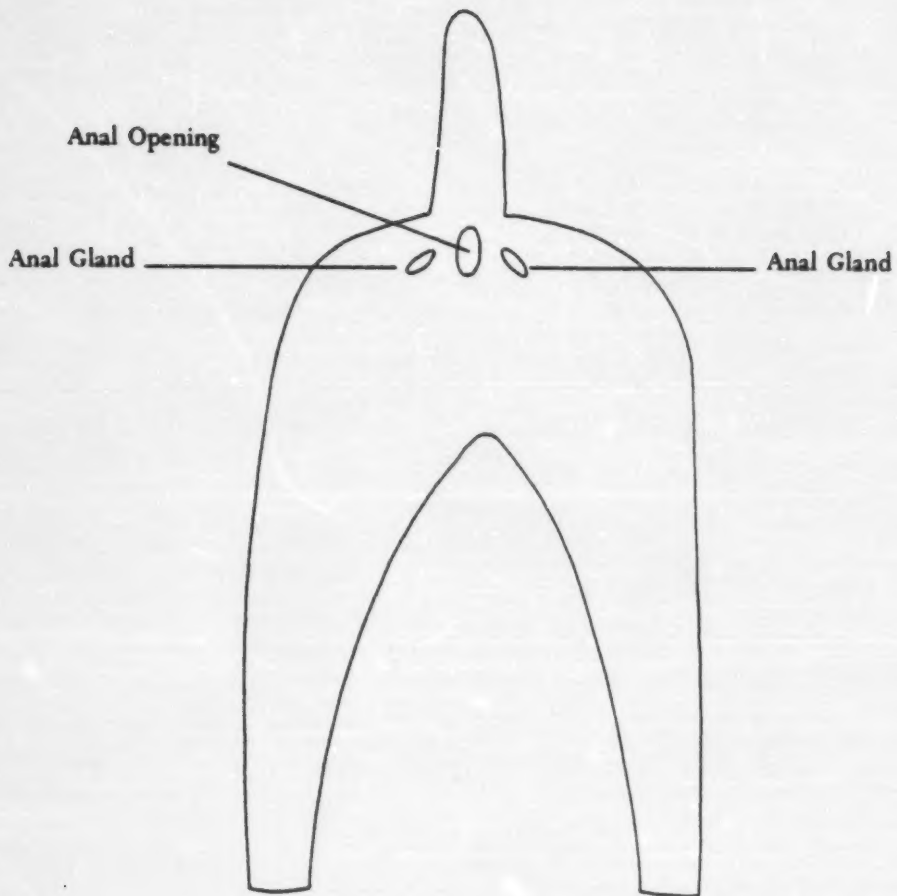
SMALL ANIMAL BATHING

Materials: Shampoo, eye dropper

Tools and Equipment: Sponge, scrub brush, bowl, tub, and spray hose.

- Procedure:**
1. Mix shampoo.
 2. Apply eye drops.
 3. Place animal in tub. Put dog's head in loop.
 4. Thoroughly wet down animal, starting from the rear, and working forward. Avoid getting soap or water in eyes and ears.
 5. Apply shampoo with sponge and scrub it in with brush.
 6. Rinse and repeat.
 7. Make sure second rinse is thorough and that NO soap is left on animal. Soap will irritate the skin.
 8. Squeeze off excess water with hands.

ANAL GLANDS



DISEASES OF DOGS AND THEIR IMMUNIZATIONS

1. Distemper (Virus)
 - A. Symptoms
 - (1) Elevation in temperature
 - (2) Lack of appetite
 - (3) Evidence of depression
 - (4) Discharge from eyes and nose
 - (5) Diarrhea
 - B. Immunization
 - (1) Begin vaccination program at 6-8 weeks
 - (2) Yearly distemper booster
2. Hepatitis (Virus)
 - A. Symptoms
 - (1) Elevation in temperature
 - (2) Lack of appetite
 - (3) Evidence of depression
 - (4) Liver tissue affected primarily
 - B. Immunization
 - (1) Begin vaccination program at 6-8 weeks
 - (2) Yearly hepatitis booster
3. Leptospirosis
 - A. Symptoms
 - (1) Elevation in temperature
 - (2) Weakness
 - (3) Loss of appetite
 - (4) Vomiting
 - (5) Labored breathing
 - (6) Stiffness, particularly in hind legs
 - B. Immunization
 - (1) Begin at 6-8 weeks
 - (2) Yearly booster
4. Rabies (Virus)
 - A. Symptoms
 - (1) Fear of water
 - (2) Glassy stare
 - (3) Fear of light
 - (4) Extreme changes in temperament
 - B. Immunization
 - (1) Begin at 6 months
 - (2) Booster every 1-3 years, depending on type used
5. Parainfluenza (Virus)
 - A. Symptoms
 - (1) Upper respiratory tract affected
 - (2) Mild fever
 - (3) Nasal discharge
 - (4) Mild tonsilitis
 - (5) Harsh cough
 - B. Immunization
 - (1) Inoculation and yearly booster

DISEASES OF CATS AND THEIR IMMUNIZATIONS

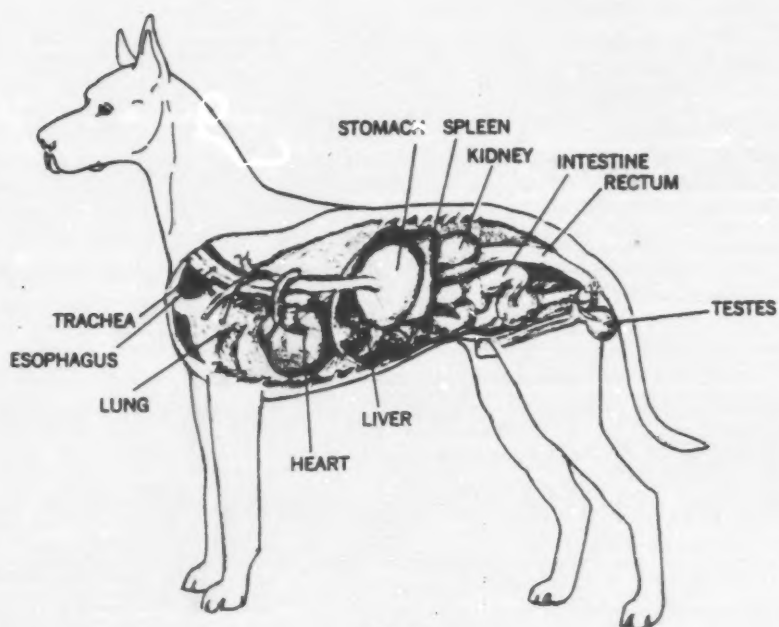
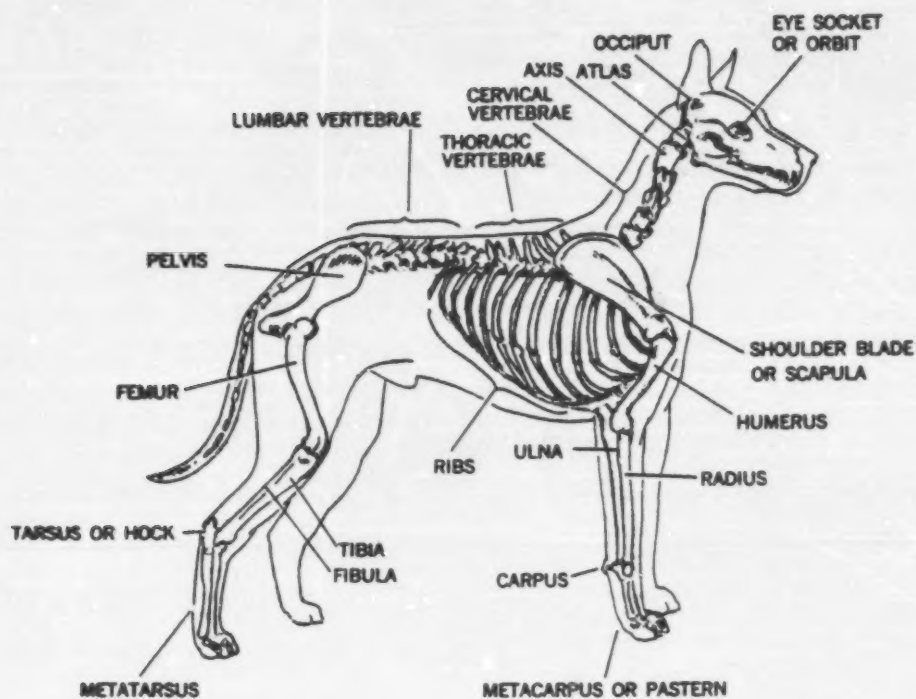
1. Feline Enteritis (Virus)
 - A. Symptoms
 - (1) Elevation in temperature
 - (2) Severe depression
 - (3) Weight loss
 - (4) Dehydration
 - (5) Loss of appetite
 - (6) Intense desire for water
 - (7) Vomiting and diarrhea
 - B. Immunization
 - (1) Begin inoculation at 9 weeks
 - (2) Yearly booster shots
2. Rabies (Virus)
 - A. Symptoms
 - (1) Fear of water
 - (2) Glassy stare
 - (3) Fear of light
 - (4) Extreme changes in temperament
 - B. Immunization
 - (1) Begin inoculation at 6 months
 - (2) Booster from 1-3 years
3. Pneumonitis
 - A. Symptoms
 - (1) Discharge from eyes and nose
 - (2) Frequent sneezing
 - (3) Diarrhea
 - (4) Harsh, dry coat
 - B. Immunization
 - (1) Inoculation and yearly booster
4. Rhinotracheitis
 - A. Symptoms
 - (1) Inflammation of the membranes around the eyes
 - (2) Ear secretion
 - (3) Nasal discharge, with sneezing
 - B. Immunization
 - (1) Inoculation and yearly booster

DISEASE AND IMMUNIZATION TEST

1. What is a D.H.L. inoculation?
2. At what age is a D.H.L. inoculation given and how often is it repeated?
3. What two symptoms are common to distemper, hepatitis, and leptospirosis?
4. What are the symptoms of rabies?
5. What disease of dogs affects upper respiratory tract?
6. Which cat disease has the symptom of intense desire for water?
7. A cat's harsh, dry coat, together with discharge from the eyes and nose, is a symptom of _____.
8. What are the symptoms of rhinotracheitis?

BONE STRUCTURE AND INTERNAL ORGANS OF DOGS

VI-6



GIVING A CAT A PILL WITHOUT AN ASSISTANT

If you are alone, you can drape a towel around the cat's neck — somewhat like a giant napkin — to cover the front feet, and then place the animal on a table against a wall or in a corner so that it cannot back away.

Another alternative for the solo operator is to place the cat in a bag (e.g., a pillow case) and tie it around its neck with the head out. Do not tie tightly. Cats in bags usually lie down.

Head Position

With the cat restrained and in a sitting position, the operator places the left hand down on the cat's head so that the index finger rests on the left corner of the cat's mouth, and the thumb on the right corner (Fig. 1).

Now, tilt the cat's head upward so that it is at least half-way toward the vertical. In fact, the more nearly the cat's chin points at the ceiling, the better the angle for giving the pill.

Holding the Pill

Have the pill in your right hand, held between the thumb and the first finger. Some operators like to moisten the pill, or put butter on it for slicker swallowing. However, most pills will begin to get tacky once moistened, so you will have to work quickly if you use this technique, because the pill will rapidly become hard to handle.

Giving the Pill

Gently press on the corners of the cat's mouth; this forces the cat to open it. Press gently downward on the lower front teeth with the second finger of your right hand to open the mouth still further (Fig. 2).

Drop the pill down into the mouth, and as far back on the tongue as possible.

Now, close the cat's mouth, hold it shut with your left hand, keeping the chin pointing upwards; and gently stroke the throat to stimulate swallowing (Fig. 3).

All these operations must be done quickly but smoothly. They take but 2 or 3 seconds once the knack has been acquired. Do not allow the cat to put its head down again until you are sure it has swallowed, because it will spit out an unswallowed pill.



Fig. 1



Fig. 2



Fig. 3

Force-Feeding Fluids

The positions for the cat and the operator are the same as those under "Giving a Pill." The restraint method is also the same, and the cat's head must be tilted upward toward the ceiling.

Squirt Liquid Onto Back of Tongue

A medicine dropper is filled with the medication or fluid. The dropper is then slipped between the cat's rear teeth, and the contents squirted onto the back of the tongue (see figure).

Until the liquid is swallowed, the animal's head must be tilted upward toward the ceiling as described under "Giving a Pill." However, when the liquid has been squirted into the mouth, it is not necessary to hold the jaws shut as one does in giving a pill. It is very difficult for an animal not to swallow a liquid in its mouth, and the recommended procedure of stroking the throat will almost invariably stimulate the swallowing reflex.

Do not allow the cat to lower its head until it has swallowed, or it will spit out the liquid, or shake it all over you.

Large Quantities of Fluids

If you have to feed your cat large amounts of fluids, i.e., one dropperful after another, let the cat rest between mouthfuls.

Alternative Techniques

If your cat will not let you slip the dropper between its back teeth, you will then find it necessary to apply slight pressure to the corners of its mouth with your left hand, as in giving a pill, and to slip the dropper between the rear teeth as the mouth comes open.

Some operators open a cat's mouth as if giving a pill, and squirt the dropperful down onto the back of the tongue from between the front teeth. The only objection to this technique is that a cat could bite a plastic dropper in two and swallow half of it along with the fluid!



ILLUMINATING A MICROSCOPE

1. Raise condenser until the top lens is flush with the stage.
2. Open the iris diaphragm all the way.
3. Lower the low-power objective with the coarse adjustment knob approximately $\frac{1}{4}$ " from the slide.
4. Remove the eyepiece so that you are able to look down the body tube.
5. Adjust the light to fully and evenly illuminate the objective back lens.
6. Close the condenser diaphragm until the leaves of the diaphragm begin to appear in the periphery of the back lens.

THE MICROSCOPE

Care and Use



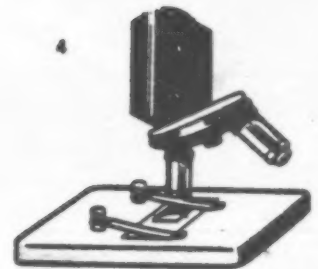
Comfortable position



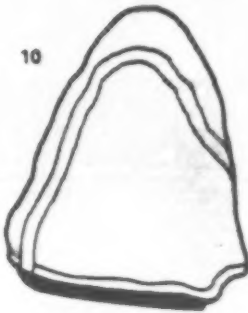
Adjust light



Position slide



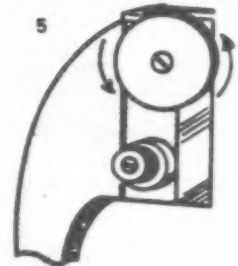
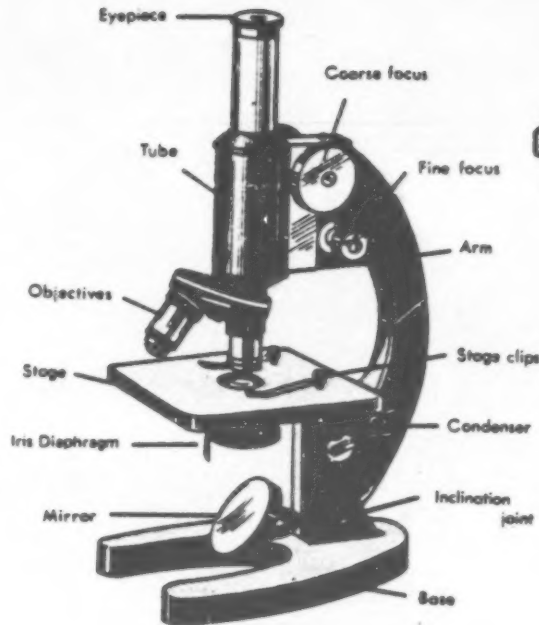
Rack down to 5mm from slide



Store with cover in place



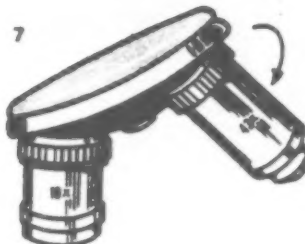
Carry properly



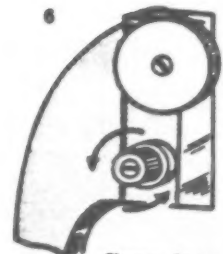
Focus by racking up with coarse adjustment



Keep lenses clean



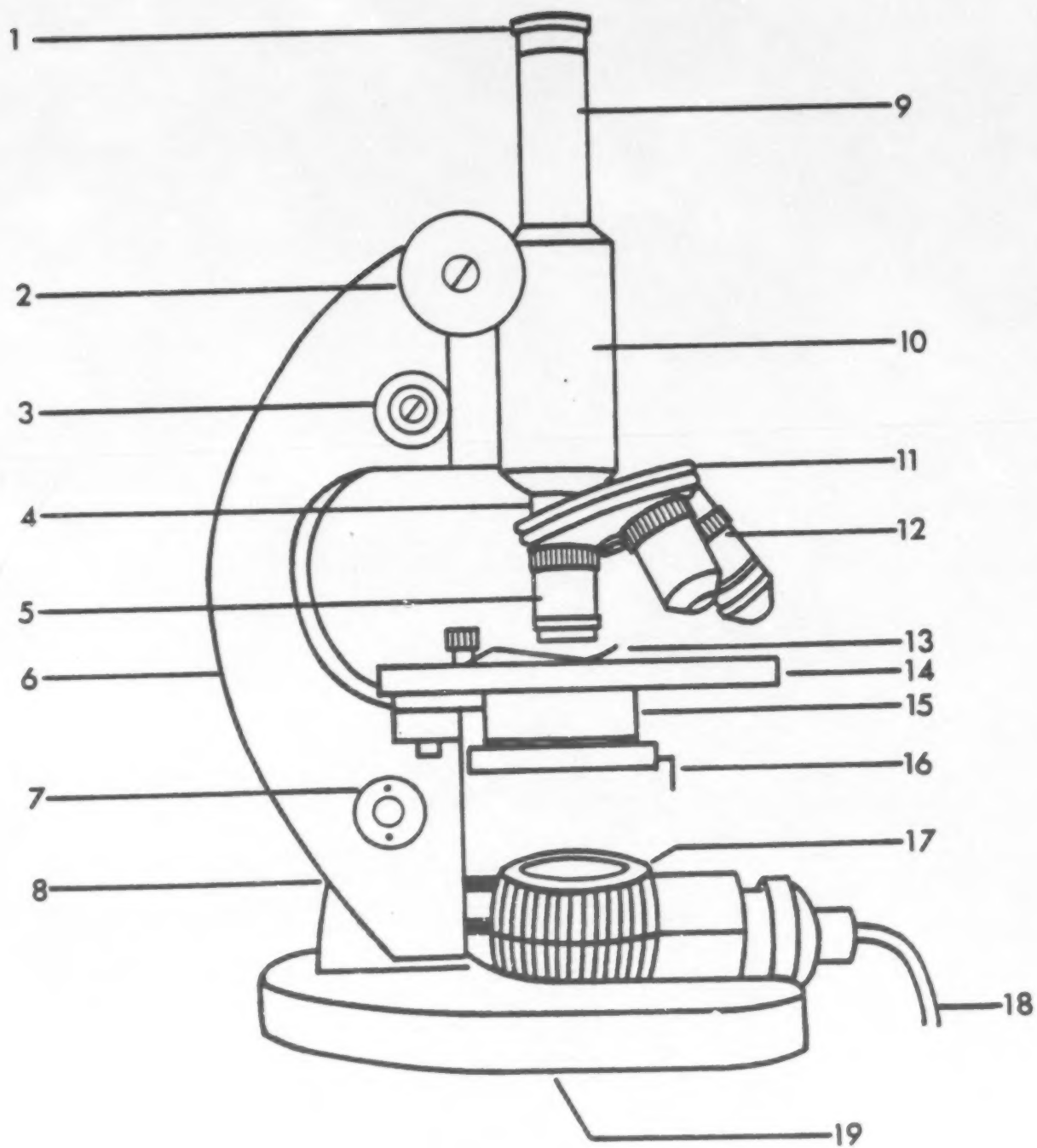
Change objective higher or lower



Sharpen image with fine adjustment

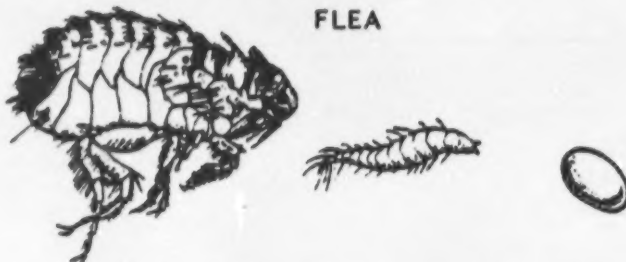
COMPOUND MICROSCOPE

VI-11b



EXTERNAL PARASITE

FLEA



Stages of the flea, enlarged fifty times. Left, adult; center, newly hatched larva; right, egg.

- I. Description: brown, long-bodied insects that crawl on pets
 - A. Females are large and crawl.
 - B. Males are smaller and jump.
- II. Effects of infestation
 - A. Diseases spread by fleas
 1. Tapeworm
 2. Bubonic plague
 3. Heartworm
 4. Skin disease
 - B. Other effects
 1. Loss of weight
 2. Poor coats
- III. Types
 - A. Human flea
 - B. Dog flea
 - C. Cat flea
 - D. Sticktight flea
- IV. Breeding
 - A. Matings produce large number of eggs.
 1. Drop off host into cracks in floor, on rugs, etc.
 2. May lie dormant for months.
 3. Need moisture to hatch.
 - B. Out of egg comes larva (resembles worm).
 1. Feeds on organic matter, such as scales from skin.
 2. Grows quickly and spins a cocoon.
 - C. Out of cocoon comes adult flea.
 1. Males and females look alike.
 2. Adults climb anything vertical and wait for host to jump on.
- V. Sticktight fleas do not move or jump, but cling to skin, often in large clusters.
 - A. Female burrows into skin and lays eggs.
 - B. Eggs hatch and larvae fall to ground.
 - C. Complete development in about 4 weeks.
 - D. More prevalent in warm climates than in cold.

EXTERNAL PARASITE

TICK



Dog ticks, enlarged six times. Left shows adult female before feeding; right, adult male.

I. Characteristics

- A. Species may be present where no pet is kept.
- B. Feed on many species of domestic animals.
- C. Need blood to feed on at one or more stages of their lives.
- D. Types

- | | |
|-----------------------|----------------------|
| 1. Dog tick | 5. Brown dog tick |
| 2. Wood tick | 6. Lone-Star tick |
| 3. Spotted-fever tick | 7. Gulf Coast tick |
| 4. Pacific Coast tick | 8. Black-legged tick |

II. Effects of infestation

- A. Sores and itch on body
- B. Anemia if infestation is severe enough

III. Breeding

- A. Four stages
 - 1. Egg
 - 2. Seed tick
 - 3. Nymph
 - 4. Adult
- B. Female lays enormous numbers of eggs (3000-6000) on ground or in grass.
- C. American dog tick hatches from egg as seed tick with six legs.
- D. Attaches itself to a rodent for 2 to 12 days until filled with blood.
- E. Drops off rodent and molts to nymph form, with eight legs.
- F. Attaches itself to a rodent for 3 to 10 days, fills with blood, drops off, and molts again into adult form.
- G. Moves to path in woods, climbs bush, and waits for larger animal to brush by and be new host.
- H. After female attaches to host, male crawls to her, and mating occurs while female is filling with blood.
- I. Female feeds for 5 to 13 days, falls to ground enormously engorged, lays eggs, and dies.

EXTERNAL PARASITES

LOUSE

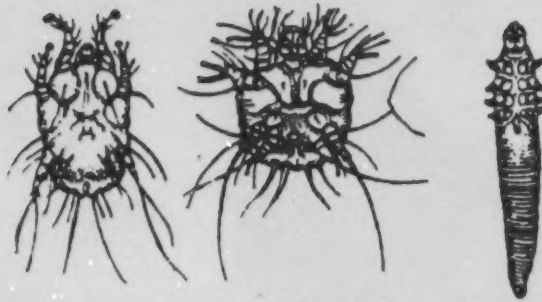


Lice and nits, enlarged 25 times. Left, blood-sucking louse; center; biting louse; right, nit glued to hair.

- I. Characteristics
 - A. Lives all its life on animal or bird.
 - B. All species of pets may be infested.
 - C. No type can live more than 3 or 4 days off host.
 - D. Two kinds — sucking and biting.
 - E. Some red, some gray, some bluish.
- II. Effects of infestation
 - A. Anemia
 - B. Death of infestation is severe enough
- III. Breeding
 - A. Sucking type
 1. Hatches in 10 to 12 days from egg called nit, which female has fastened to hair.
 2. Crawls onto body of animal, fastens mouth in the skin, and sucks blood.
 - B. Biting type
 1. Feeds on skin scales as well as blood.
 2. Male copulates with female, whose body fills with eggs.
 3. Female lets go of skin and crawls on hair, attaching silvery nits.
 4. Nits hatch in 5 to 8 days and mature in 2 to 3 weeks.
- IV. Spreading
 - A. In general, lice are spread by contact and close association.
 - B. May move from cat to dog.
 - C. Scratching will spread lice if they are picked up within 3 days.

EXTERNAL PARASITES MITES

VI-12d



Mites which attack mammalian pets, all greatly enlarged. Left, ear-mange mite; center, sarcoptic mange mite; right, demodectic mange mite, also called red and follicular mange mite.

- I. Effects of infestation
 - A. Mange — skin disease, with loss of hair
 - B. Scabies — similar to mange, with crusts on skin
- II. Species (All are extremely small or microscopic.)
 - A. Red mange mites
 1. Also called demodectic or follicular mange mites.
 2. Symptoms are baldish area under eyes, on cheeks, forehead, or front legs.
 3. Breeding
 - a. Hatch from eggs appearing to be long globs
 - b. Grow quickly to look like minute eight-legged worms.
 - c. Live in sweat glands and in hair follicles.
 - d. When infected, hair soon drops off.
 - e. Produce constantly. In 8 days may number 12,000.
 - B. Sarcoptic mange mites
 1. Produce disease called scabies.
 2. Breeding
 - a. Mite is round with four pairs of short legs.
 - b. Female tunnels into skin and lays 20 to 40 eggs, which hatch in 3 to 7 days.
 - c. Hatched larvae have three pairs of legs, molt to nymphs, and molt again to adults.
 - d. Process takes 2 to 3 weeks.
 - e. Only adult female burrows beneath outside layer of skin.
 - f. Male lives under scabs or skin scales.
 3. Humans may be infected with scabies.
 - a. May be picked up from pets.
 - b. Spots itch persistently.
 - c. Diagnosis is difficult, because it is necessary to scrape the skin deeply in order to uncover burrowing females.
 - C. Ear-mange mites
 1. Round and have longer legs than sarcoptic mites.
 2. Live in ear canal.
 3. Cause a crumbly wax different from normal wax, composed more of scabs, because mites pierce skin to suck blood.
 4. Animals shake heads, spreading infestation to other animals.
 5. Life cycle is similar to that of sarcoptic mite.

INTERNAL PARASITE

VI-13a



Life history of a common roundworm. Above, left, mature worm; right, egg magnified 400 times.

- I. Characteristics:
 - A. Whitish or yellowish worm which grows up to 5 inches long in the stomach and intestines of pets.
 - B. Pointed at both ends and inclined to curl up when alive.
 - C. When dead, it straightens out and seems bowed on each end.
- II. Effects of infestation
 - A. Coughing and regurgitation
 - B. Slight diarrhea
 - C. Slight gain in appetite if infestation is severe
- III. Life cycle
 - A. Eggs pass out of animal with every bowel movement.
 - B. In less than a week, a little worm forms in the egg if conditions are right.
 - C. Egg is now in infective stage. It can live for years waiting to be picked up by host.
 - D. Eggs enter host in many ways.
 1. Animal may walk where feces have been but disintegrated, leaving only eggs. When animal licks its feet, it ingests the eggs.
 2. Eggs may be on mother's breast as young animals nurse.
 3. Dog may drag bone through an infested area.
 - E. Egg enters stomach, where shell is digested.
 - F. Two types of roundworms — further development
 1. *Toxascaris leonina*
 - a. Larva passes into intestines, penetrates into lining, remains for 10 days, and grows.
 - b. Returns to hollow part of intestine and grows to maturity feeding on partially digested food.
 2. *Toxascaris canis*
 - a. More harmful than leonina
 - b. Bore hole in intestinal lining and enter blood stream, where they grow.
 - c. Travel to lungs in blood vessels and penetrate into air spaces in windpipe.
 - d. Now move in mucous until irritation causes coughing, where they will be expelled or passed down gullet to intestines.



INTERNAL PARASITE TAPEWORM

Flea-host Tapeworm

Life history of the flea-host tapeworm. Above, left, worm, life size. Often grows to be 18 inches long. Right, capsule with eggs, enlarged 150 times.

INTERNAL PARASITE TAPEWORM

Rabbit-host Tapeworm

Life history of the rabbit-host tapeworm. Above left, worm, life size. Often grows to be 2 or 3 feet long. Right, egg, enlarged 400 times.



- I. Characteristics of tapeworms
 - A. Comparatively easy to remove tapeworms from pets, but hard to control infestation.
 - B. Two types
 1. Armed — have suckers and hooks with which they cling.
 2. Unarmed — have a pair of grooves which hold to intestinal lining.
- II. Effects of infestation
 - A. Loss of weight
 - B. Increased appetite
 - C. Diarrhea
 - D. Loss of coat
- III. Flea-host tapeworm — Life cycle
 - A. Most common type found in pets.
 - B. Worms are about a foot long.
 - C. Head is smaller than a pinhead, and the segments close to the head are stretched to the thickness of a thread, called the neck.
 - D. Sections become wider and shorter as worm grows.
 - E. Last few sections contain eggs, which when ripe are passed out through stool.
 - F. If no stool is present, the segment moves to anus, where it clings and dries into small, brownish, seedlike grain, which drops from the pet.
 - G. Eggs are released from a segment, either within the stool or while on some surface, when pressure is applied. This may be while the animal eliminates, or when an animal steps on a segment (or other pressure is applied).
- IV. Rabbit-host tapeworm

Normally found only in cats or dogs which hunt and eat rabbits.

INTERNAL PARASITE

WHIPWORM



Life history of the whipworm. Above, left, whipworm, life size; right, egg, enlarged 400 times.

I. Characteristics

- A. The body of the worm is about $\frac{1}{2}$ inch long, and whip part is about $1\frac{1}{2}$ inches.
- B. Whip part is "sewed" into lining of the intestine and can be withdrawn for movement of the worm.
- C. Worm is very thin, about the size of a coarse sewing thread.
- D. Found in the intestine.
- E. Very difficult to eradicate

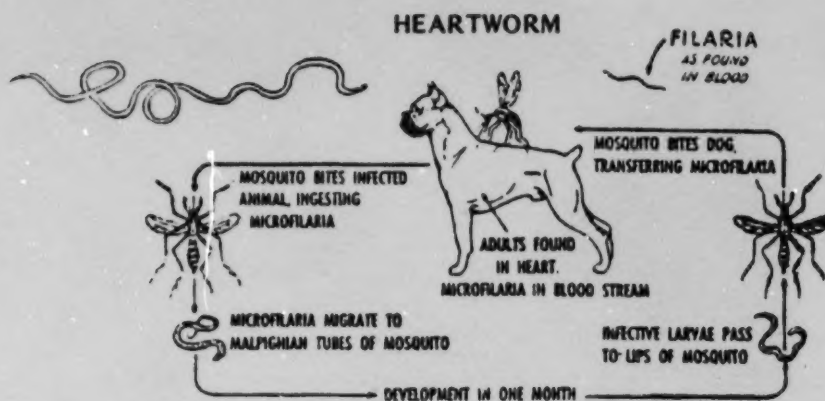
II. Effects of infestation

- A. Harsh and brittle coat
- B. Movements start firm and become loose
- C. Loss of weight

III. Life cycle

- A. Females lay yellowish, lemon-shaped eggs.
- B. Incubation in soil requires about 3 weeks at a high temperature before embryos are infective.
- C. After being ingested, larvae fasten themselves along intestine, chiefly in the large bowel or colon.

INTERNAL PARASITE



Life history of the heartworm. Above left, heartworm, one-half life size; right, microfilaria, enlarged 400 times.

I. Characteristics

- A. Depend upon insects for transmission. Carriers can be fleas or lice, but are mainly mosquitoes.
- B. May exist any place that mosquitoes exist.
- C. Live in the side of the heart which pumps blood to the lungs.
- D. Females are 10 to 12 inches long and nearly 1/16 inch in diameter; males are half as large.

II. Effects of infestation

- A. Coughing, labored breathing, uncommon weakness and tiring.
- B. Severe infection leads to heart failure and death.

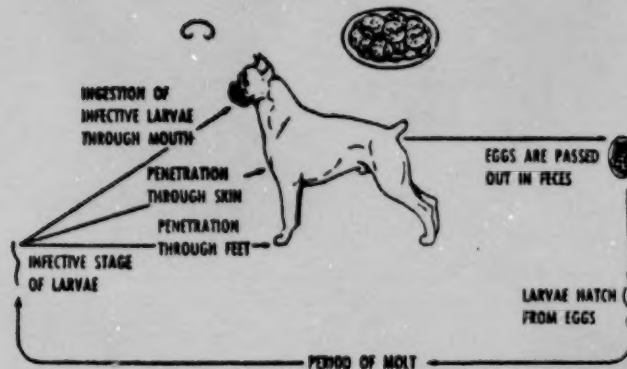
III. Life cycle

- A. Females do not lay eggs but produce larvae, which float about in the blood.
- B. Mosquitoes suck blood which contain larvae.
- C. Larvae molt inside mosquito and change to infective stage.
- D. Mosquito deposits larvae into another dogs's bloodstream; larvae live and grow to maturity, which takes months.
- E. Adult worms produce tiny worms called microfilariae in the bloodstream.
- F. Microfilariae in the blood do not grow, but may live for years after parent worms are dead.

INTERNAL PARASITES

VI-13e

HOOKWORM



Life history of the hookworm. In the body, the larvae behave much like the roundworm larvae, spending their early days in the dog's blood and lungs. They are coughed up and swallowed. They then attach themselves to the small intestine by their hooks. Above, left, hookworm life size; right, egg enlarged four hundred times.

I. Characteristics

- A. Minute leeches — females $\frac{5}{8}$ inch long; males smaller
- B. Live on blood sucked from intestine.
- C. Cling with set of hooks or teeth about the mouth.

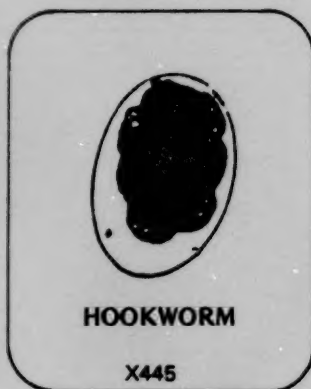
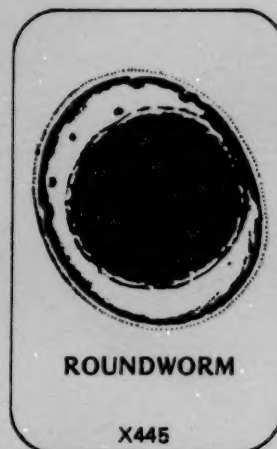
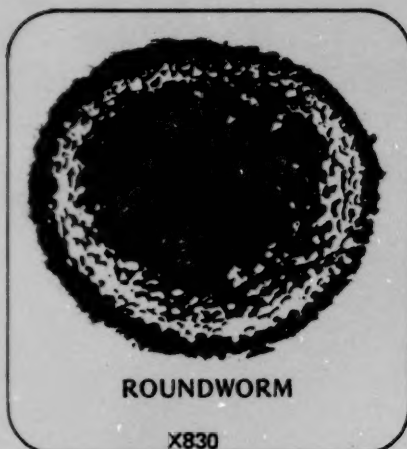
II. Effects of infestation

- A. Cause anemia and loss of condition.
- B. Heavy infestation may cause death.

III. Life cycle

- A. Eggs pass out of host in feces; need warmth to develop.
- B. Eggs incubate in from 3 to 6 days.
- C. Larvae emerge and develop in three stages.
 - 1. First stage, molt in three days.
 - 2. Second stage, molt in eight days.
 - 3. Third stage, lie waiting for host.
- D. Usually ingested through the mouth; sometimes inhaled with dust kicked up where stools have disintegrated.
- E. Bore through skin or membranes to reach bloodstream.
- F. If larvae reach bloodstream, they eventually reach lungs, bore into air sacs, are coughed up, swallowed, reach intestine, and molt two more times.
- G. Three weeks after larvae first enter body, they are able to lay eggs.

PARASITE EGGS FOUND IN DOGS AND CATS



OMNICLAVE STERILIZER

SOLID STATE MODELS OCM, OCR, OCR+ [ASME TYPE]

INSTALLATION

Remove screw holding Omniclave to shipping pallet. Discard shipping washers and screws. Attach feet using screws supplied. Insert rubber tips. Plug line cord into any wall or base receptacle. Ground unit to prevent shock by using three-wire plug. Omniclave is designed for use only on alternating current. Fill reservoir to within 2-1/2" below opening of reservoir (approximately 2-1/2 quarts for OCM and approximately 4-1/2 quarts for OCR). Use distilled or demineralized water to eliminate deposits from collecting inside Omniclave. **COUNTER SURFACE MUST BE LEVEL TO INSURE PROPER OPERATION.**

STEAM STERILIZING

FILL (OCM-OCR—Open safety door by exerting upward and inward pressure on the handle. Slide bolt to right). (OCR+—Open safety door by pressing inward on the door handle to disengage locking pin while rotating locking handle to the right). Turn lower knob counter-clockwise to FILL. Allow water from previously filled reservoir to enter chamber until water covers fill plate. Turn lower knob to STERILIZE position which also stops flow of water.

LOAD—Load chamber. See paragraph on preparation of materials and loading of chamber. Close and lock OCM-OCR door by moving bolt to left and pushing handle down. Close and lock OCR+ door by rotating locking handle to the left until door locking pin engages recess in handle.

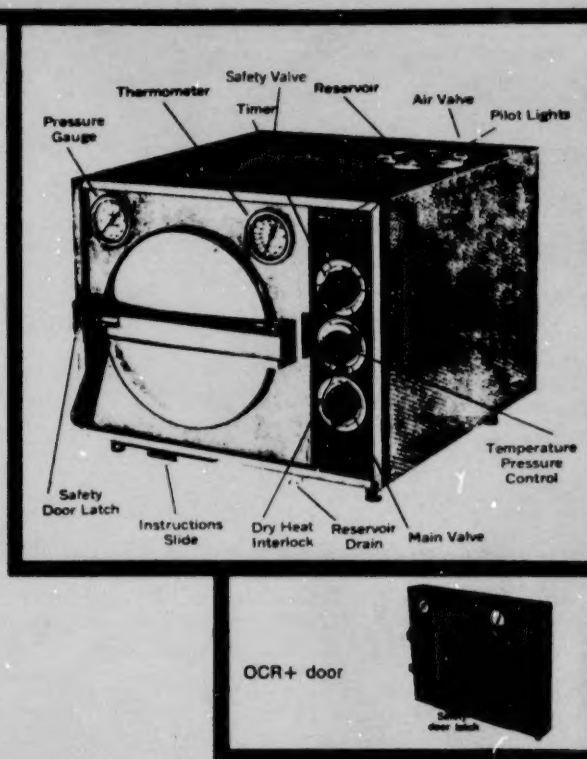
SET—Turn middle knob to point where indicator is pointing straight up. When thermometer reaches desired temperature, rotate middle knob counter-clockwise slowly until yellow light goes off. Once set, this step may be eliminated unless it is desired to sterilize at a different pressure and temperature. Turning middle knob clockwise increases temperature and pressure. Turning knob counter-clockwise decreases temperature and pressure. Set timer knob to prescribed time period. See chart for proper temperature—time relationship.

VENT—When bell rings, rotate lower knob to VENT position. Allow all steam to be discharged. (CHAMBER PRESS ZERO).

DRY—Open door about 1/2 inch to permit thorough drying of contents (3-5 minutes). Leave lower knob in VENT position during drying and standby periods. Omniclave will be ready for immediate reuse by repeating above steps.

HELPFUL HINTS

1. Always rotate upper knob (timer) past 10 minutes before setting time.
2. Always rotate lower knob (valve) counter-clockwise.
3. Standby periods—If Omniclave is to be used within 15 minutes, leave door closed with lower knob in VENT position. Otherwise leave autoclave turned off. This saves energy and prevents the chamber from reaching excessively high temperatures.
4. Add water to reservoir only when lower knob is in VENT or POWER OFF position. It is advisable to add water as needed to keep reservoir adequately filled.
5. At conclusion of all sterilizing for the day, turn lower knob to POWER OFF.
6. As soon as possible after bell rings at end of sterilizing cycle, turn to VENT position. This practice will prevent the autoclave from boiling dry.
7. Never attempt to turn lower knob from STERILIZE to FILL or from VENT to STERILIZE. Stops are incorporated to prevent knob from being turned in this manner.
8. Safety valve is set for 35 psi.



DRY HEAT STERILIZATION

LOAD—Load instruments on trays without cloth or paper coverings. Only two trays may be used. Insert auxiliary thermometer door. Use of dry-heat door is essential for measuring proper dry-heat temperature.

SET—Turn lower knob to VENT position. Do not turn through FILL position. Depress button beneath middle knob and turn knob clockwise to "DRY-STER" section until it hits stop. This setting will give a temperature of approximately 350° (see Helpful Hints). Turn counter-clockwise for a lower temperature. Set timer for 60 minutes as soon as thermometer reaches 320°F.

VENT—When bell rings, remove door and unload. If no additional dry heat sterilizing is desired, rotate middle knob into steam section. Button will pop out. Lower knob can then be turned to POWER OFF.

HELPFUL HINTS

1. Middle knob cannot be turned to DRY STER section unless button is depressed. Button cannot be depressed unless lower knob is in VENT position.
2. When middle knob is in DRY STER section, lower knob cannot be turned from VENT position.
3. The density of the load will determine the time required to reach sterilizing temperature of 320°. Always distribute load loosely on trays.

(SEE OTHER SIDE)

OMNICLAVE STERILIZER

PREPARATION OF MATERIALS STEAM STERILIZATION

INSTRUMENTS—Clean thoroughly, wrap in muslin and place on trays.

SYRINGES AND NEEDLES—Take syringe apart, wash thoroughly. Wrap each part separately in muslin. Cover entire tray with double thickness muslin cover.

FABRICS AND DRESSINGS—Fold into convenient packets. Always fold loosely. Avoid making many layers and never roll. Never use canvas as a covering. Wrap in muslin on tray. Do not overload chamber.

UTENSILS AND GLASSWARE—Lay all jars or vessels on their sides. Fabrics may be sterilized in enamelware or glass jars, however, cover must fit very loosely and container turned on its side.

SOLUTIONS—Fill flask no more than two-thirds full. Close end of flask with cotton or paper caps.

LOADING THE CHAMBER

1. Never overload or crowd chamber.
2. Do not let material come in contact with door.
3. Separate thick packs with loosely woven packs.

RECOMMENDED PERIODS OF EXPOSURE				
Material to be Sterilized vs. Time in Minutes	STEAM HEAT			DRY HEAT ONLY
	PSI	15	20	25
	F°	250	285	287
	C°	121	127	131
Fabrics—Loosely woven— Wrapped in muslin		30	20	—
Fabrics—Tightly woven		40	30	—
Instruments—In Tray— Muslin cover		15	10	7
Instruments—Individually wrapped in muslin		20	15	10
Syringes & Needles		15	10	7
Drums—Loosely woven contents		30	20	—
Drums—Tightly woven contents		40	30	—
Utensils—Loosely woven contents		30	20	10
Rubber Gloves—In muslin packs		15	—	—
Rubber Covers—In muslin packs		15	—	—
Brushes & Miscellaneous Articles— Wrapped		15	—	—
Solutions—1000 cc. Flasks		30	25	—

MINIMUM EXPOSURE PERIOD—60 MINUTES
 Do not sterilize fabrics, papers, or rubbers at these temperatures.
 (See ADA Accepted Dental Practices, Sterilization Section)

CARE AND MAINTENANCE

The safety valve should be activated every 6 months to insure that mineral deposits or other obstructions are not holding the valve closed. Pull the safety valve ring (located in back of the autoclave) to operate the valve manually while chamber is under pressure.

When cleaning the sterilizer, be sure to include reservoir, tubing and chamber. All parts will be cleaned by running a twenty minute cycle using Pelton & Crane's Original Formula Omni-Cleaner. Do not use this cleaner with descaler while instruments are being sterilized.

Pelton's Original Formula Omni-Cleaner is a mildly acidic concentrate used to clean and descale autoclaves. Regular weekly cleaning will promote increased sterilizer life and trouble-free operation.

Notice—Minerals, especially chlorides, are corrosive to any stainless steel. It is strongly recommended that the autoclave be cleaned at least weekly with Pelton's Original Formula Omni-Cleaner. Tap water should not be used where the mineral content of the water supply is high. The most desirable procedure to follow is to use distilled or demineralized water. Even with distilled water, the autoclave should be cleaned weekly. Minerals can be picked up from the load. When sterilizing saline solutions, it is imperative that the autoclave be cleaned after each use. Unless cleaning instructions are followed, long life should not be expected.

Draining Reservoir—Reservoir may be drained by sliding Omni-Clave to edge of the counter so that a container may be placed under the reservoir drain. Unscrew cap in front of Omni-Clave and allow reservoir to drain. Replace and tighten drain cap when draining is complete.

Cleaning Chamber

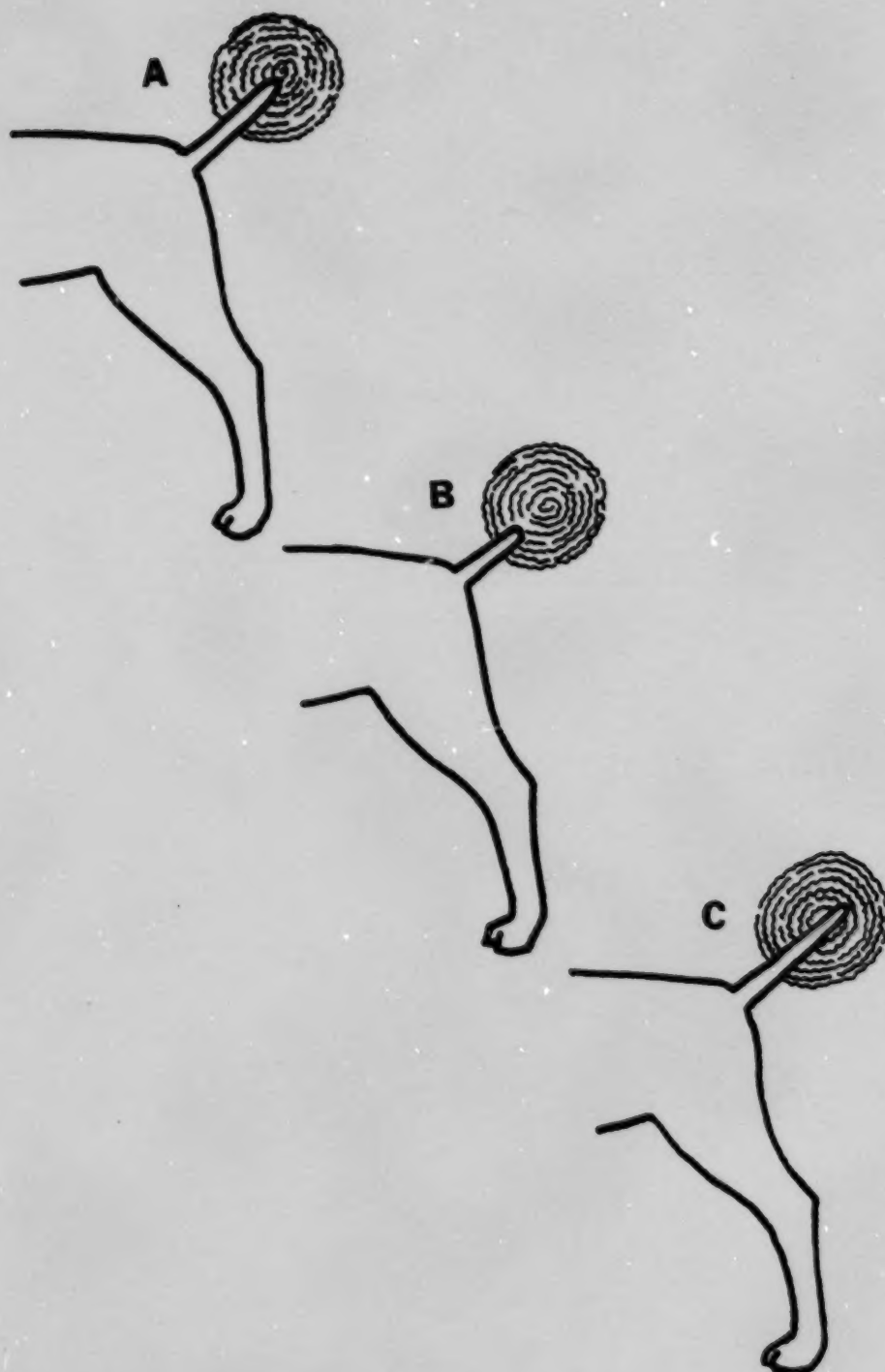
1. Mix three ounces of Original Formula Omni-Cleaner per quart of water.
2. Drain reservoir and fill with cleaning solution. For extremely dirty sterilizers, solution may be increased to four ounces per quart and may require two cleaning cycles.
3. Run one twenty minute cycle in normal manner. Instruments should not be sterilized while cleaning sterilizer.
4. Drain cleaning solution from autoclave and reservoir. Rinse thoroughly. Fill sterilizer again and run one rinse cycle for fifteen minutes.
5. Drain rinse solution, remove tray rest and wipe out inside of boiler and tray rest. When cleaning chamber, do not damage thermistor located in upper section.
6. Add distilled or demineralized water and sterilizer is ready for use.

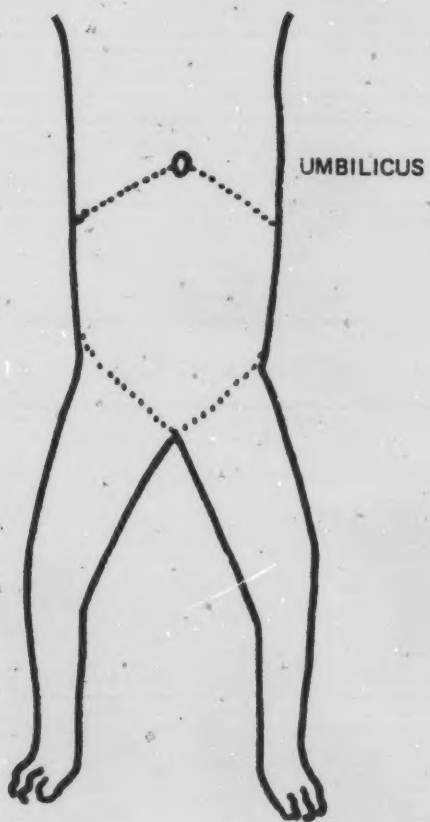
AIR VALVE—The air valve is factory set, however, if debris becomes lodged in valve it may be necessary to remove large knurled nut at left of opening in rear of Omni-Clave and clean tip of air valve bellows and seat.

CLEANING OUTSIDE—All outside parts are either chrome plated or stainless steel. The chrome may be cleaned with either detergent and water or a non-abrasive solvent such as glass wax or benzine. It should be polished only with a soft cloth or chamom. **DO NOT** use metal or lacquer polish on the chrome parts.

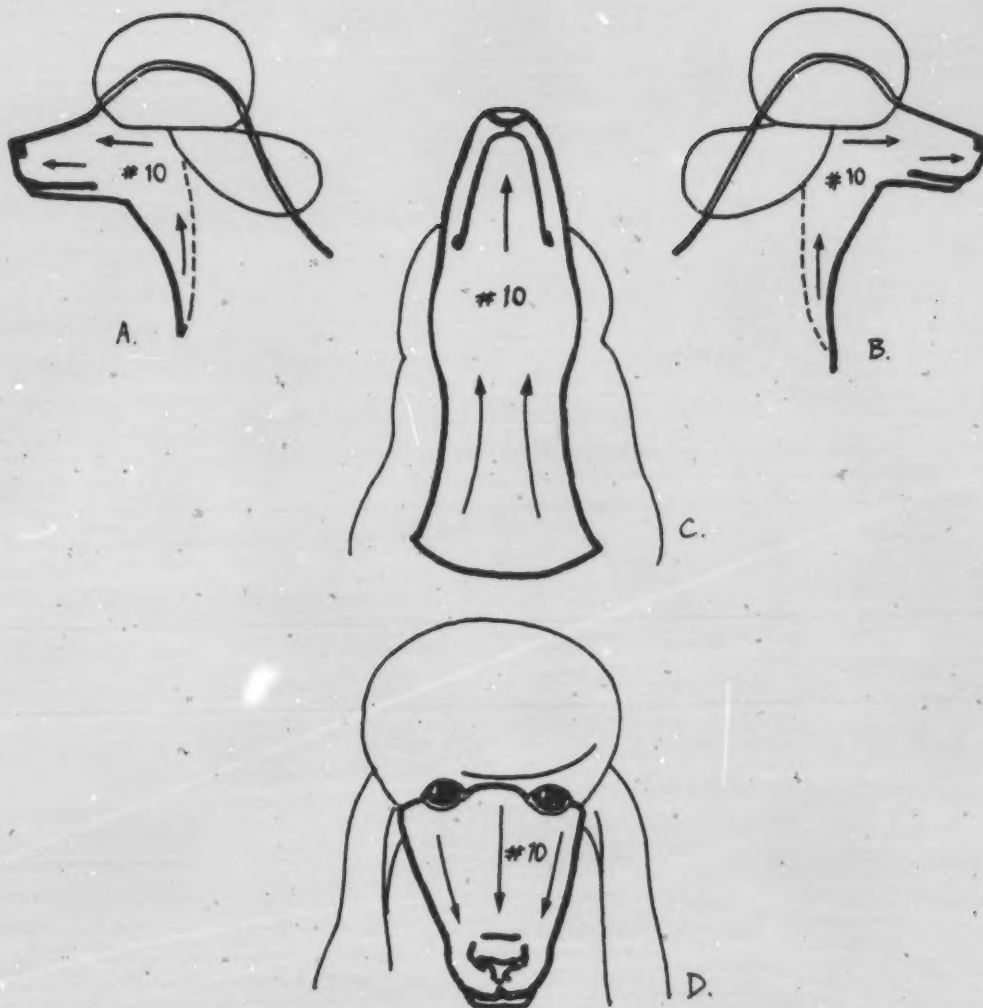
Ordinary deposits of dirt are quickly removed from the stainless steel with a detergent and water. In case of difficult deposits, the stainless may be easily cleaned with Bon Ami. In all cases, rub in direction of pattern or grain of the metal. Ordinary steel wool or steel brushes should never be used on stainless steel. If for any reason the surface becomes contaminated with discoloration, it can be cleaned with a 5% solution of warm citric acid.

POODLES' TAILS

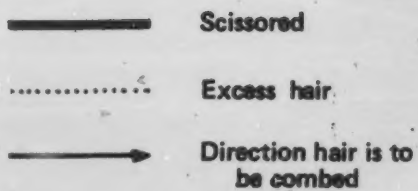
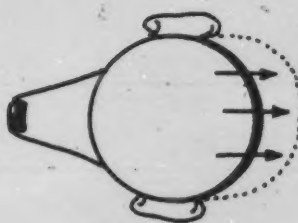
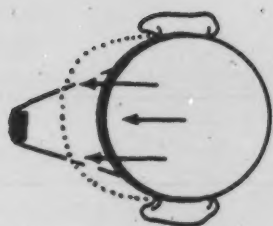




Clipping Lower Stomach



Poodle Face Clip



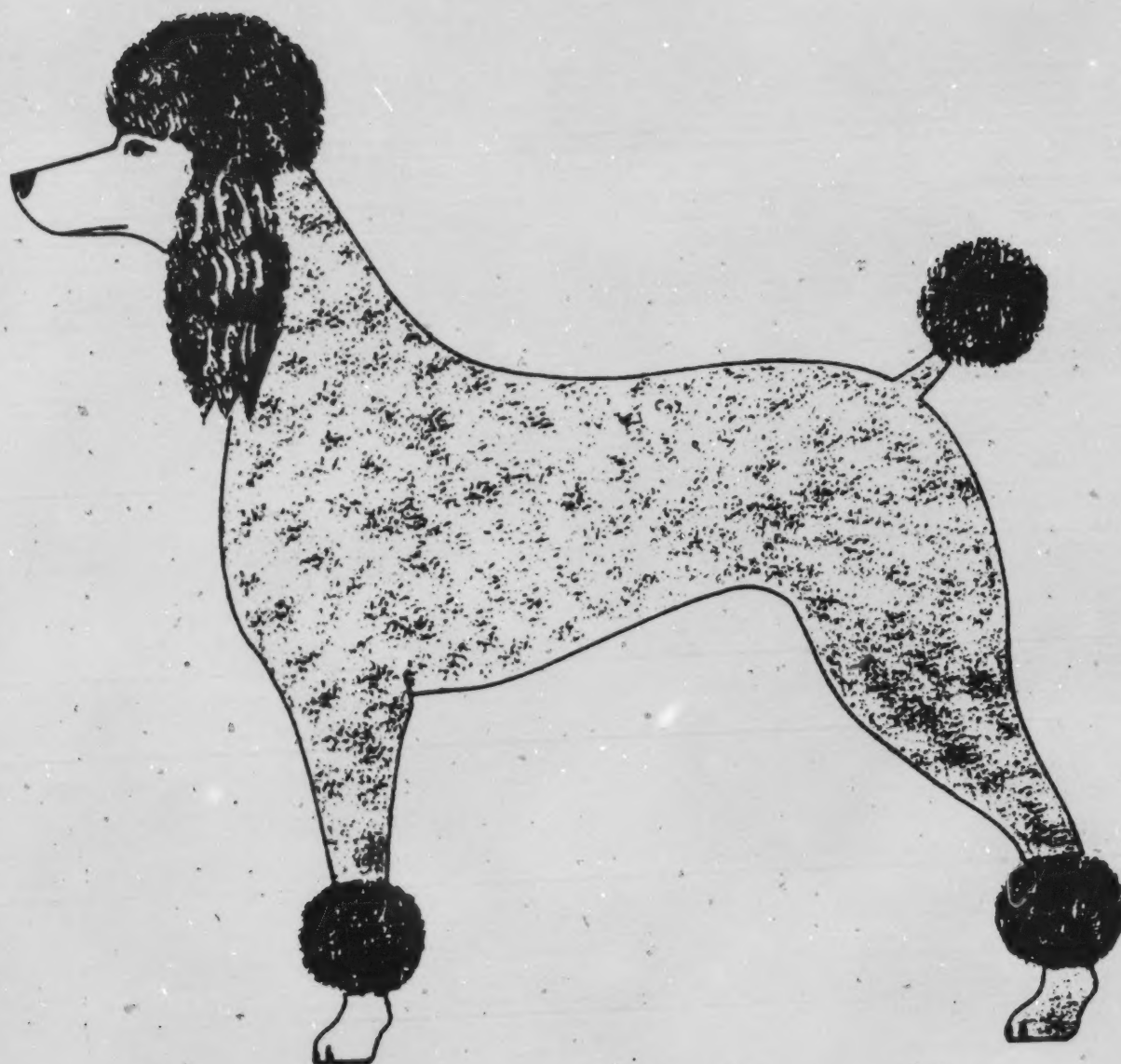
Poodle Scissoring



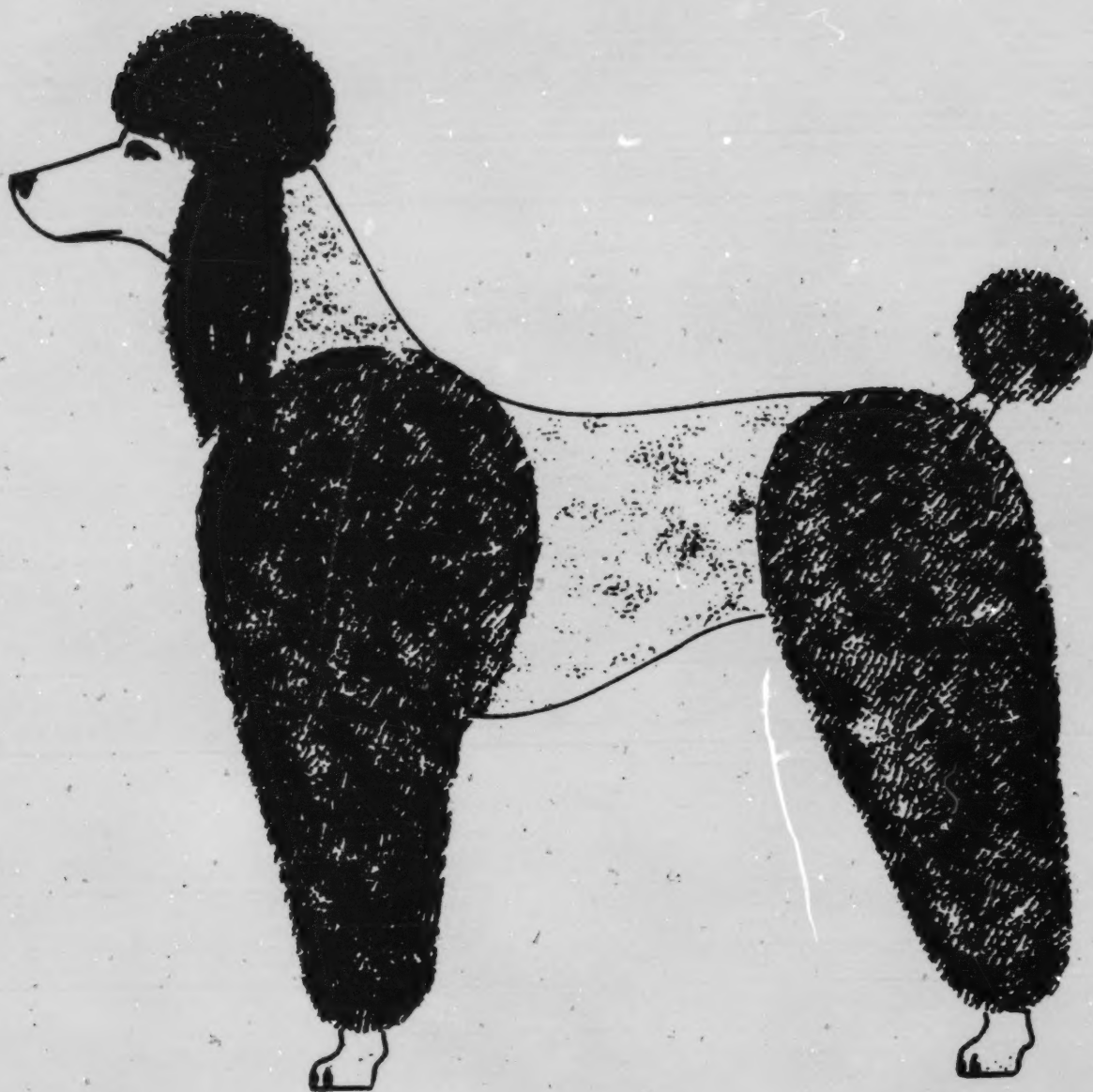
Kennel Clip



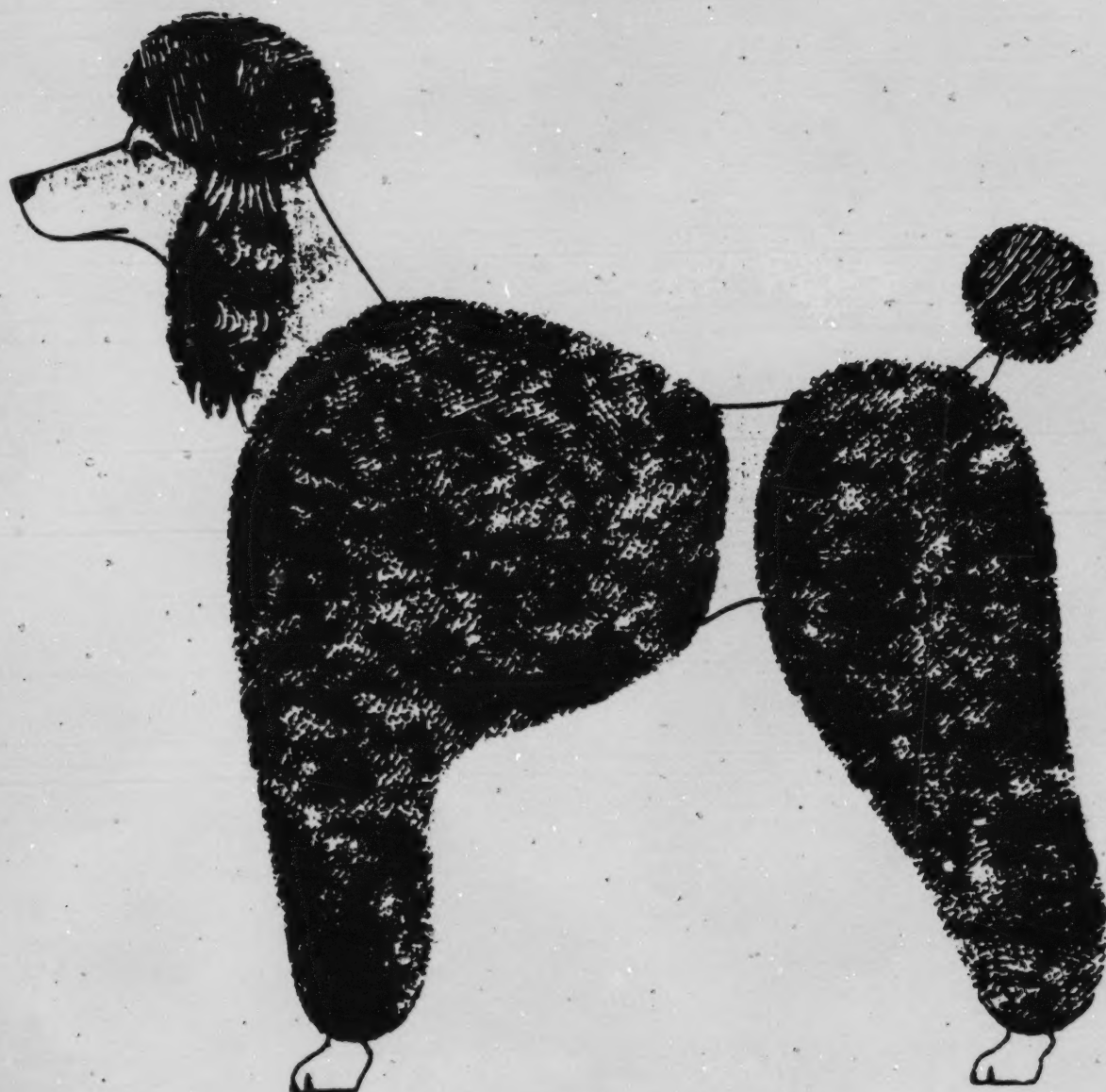
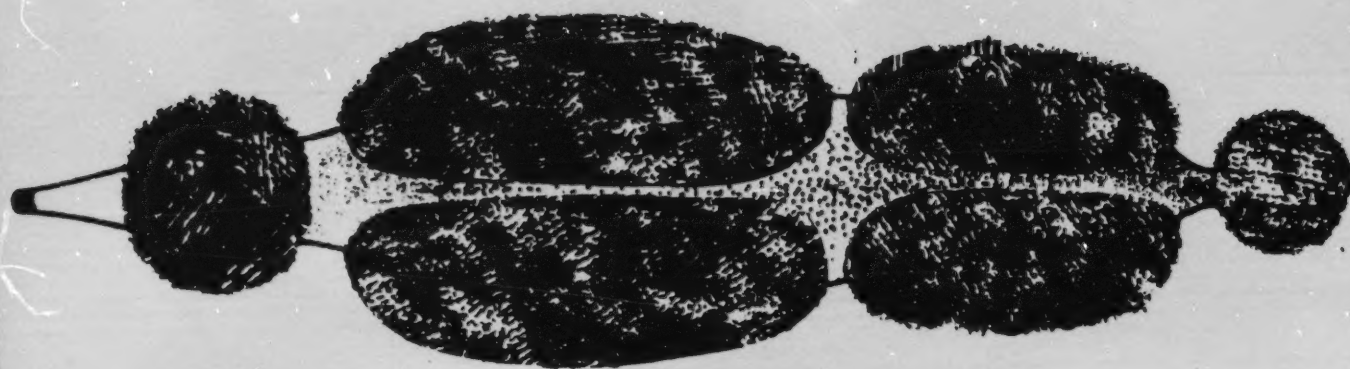
Lamb Clip



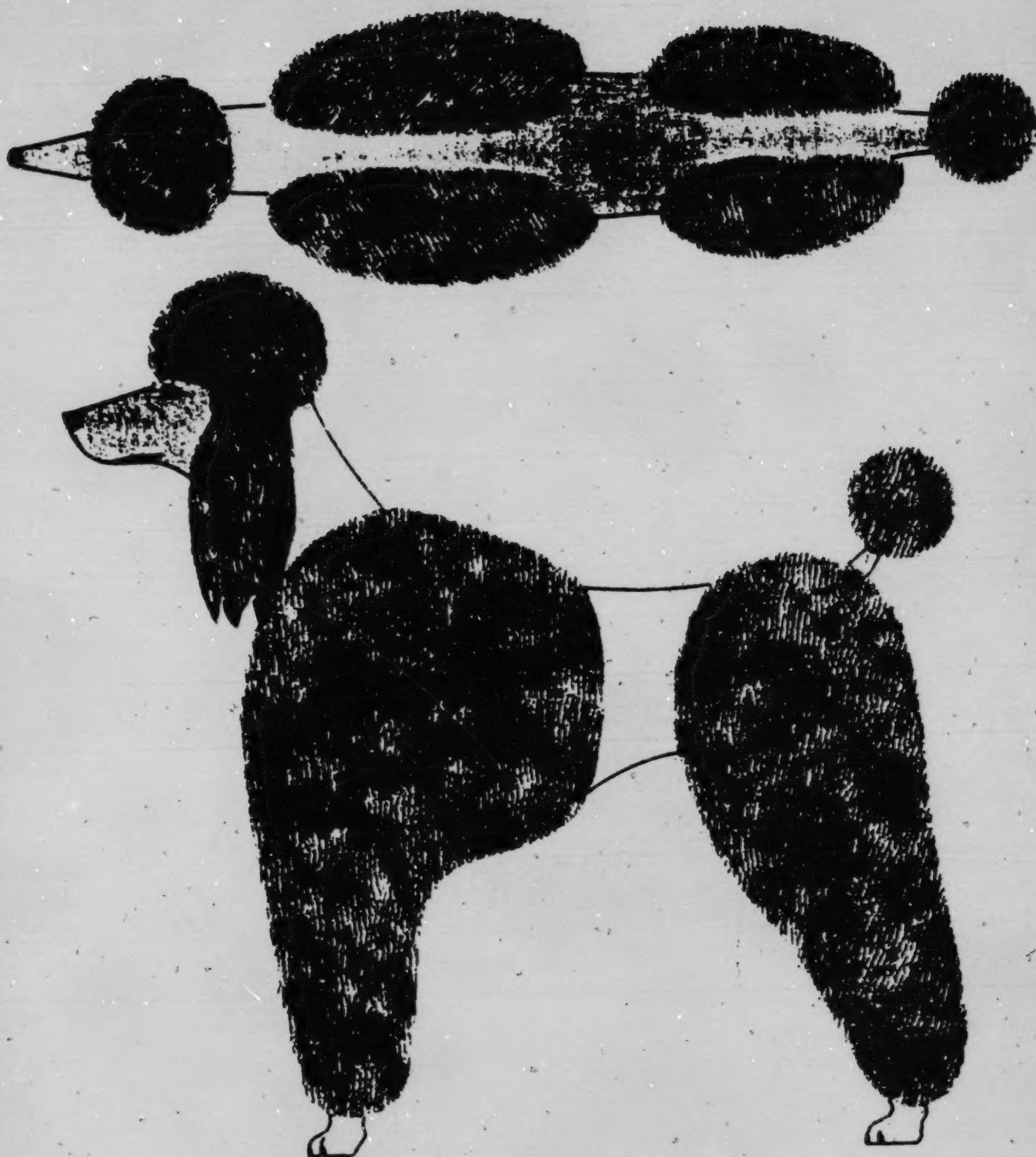
Summer Clip



Town & Country Clip



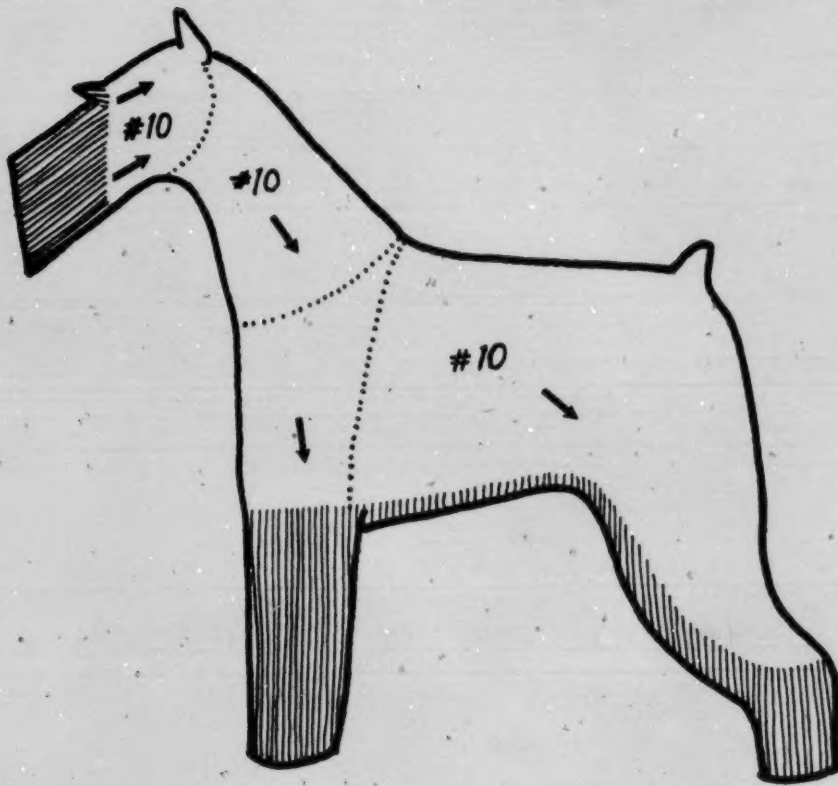
Dutch Clip
378



Royal Dutch Clip

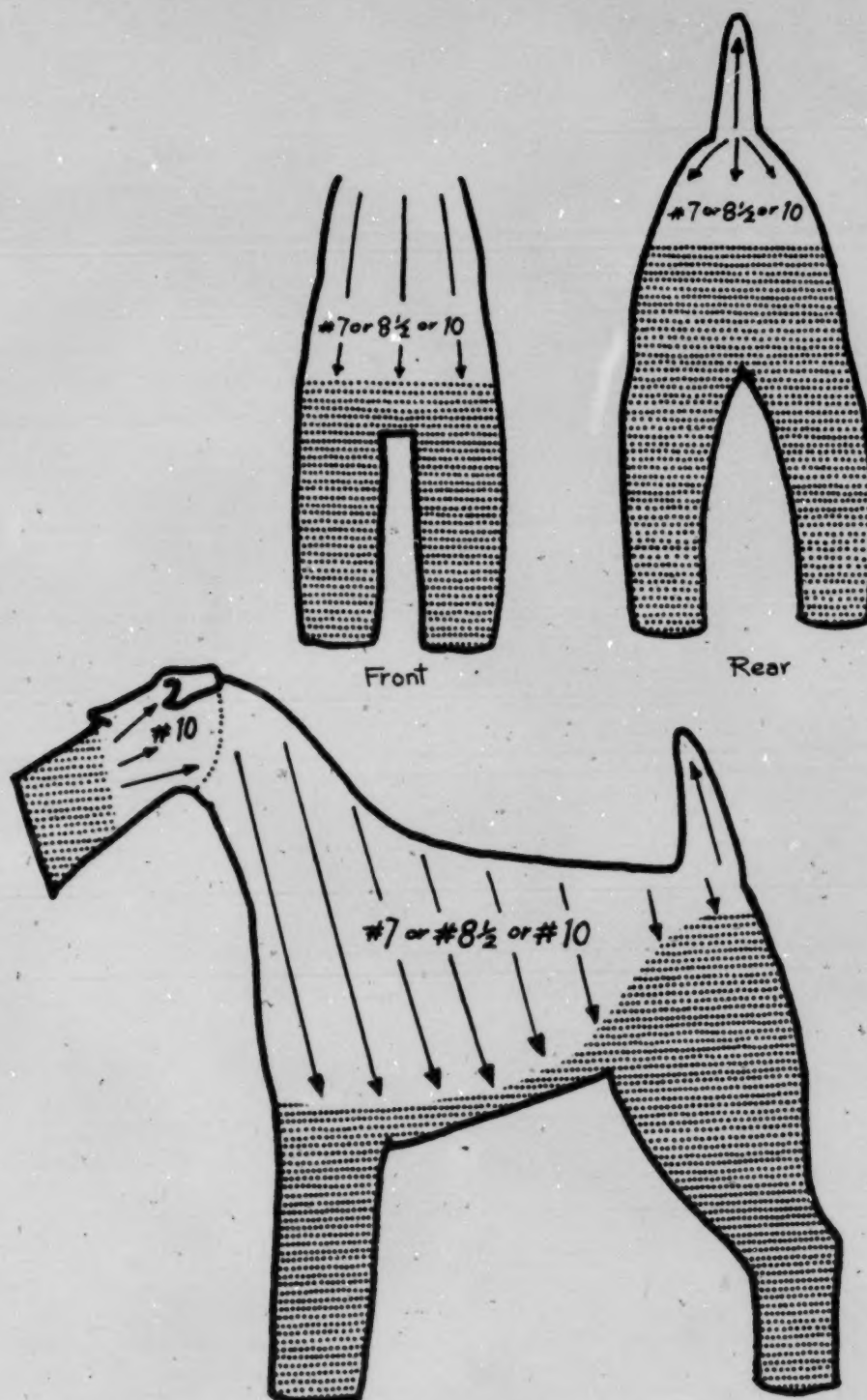


Puppy Clip



SCHNAUZER CLIP

(Shaded areas to be scissored)

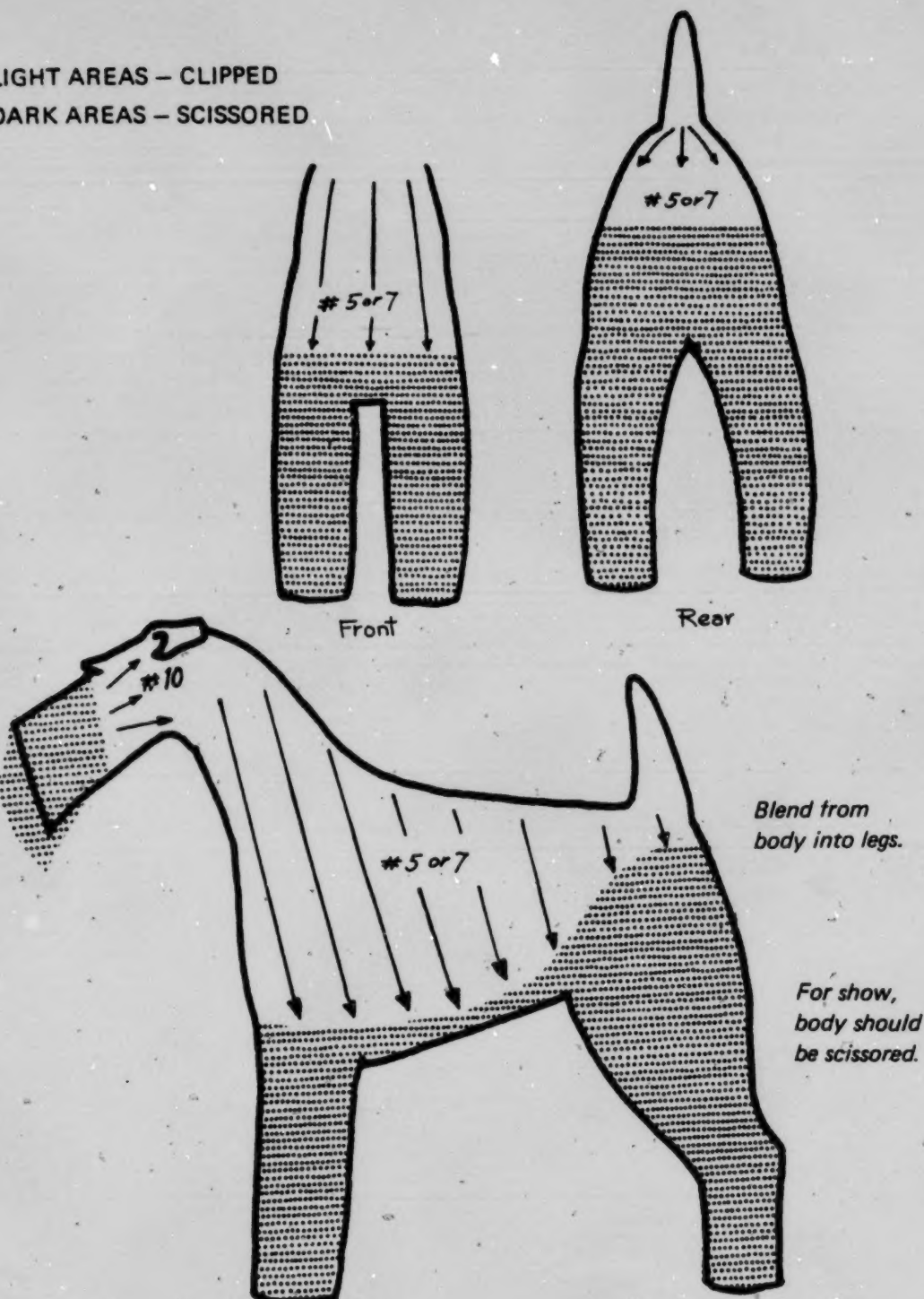


Wirehaired Fox Terrier Clip

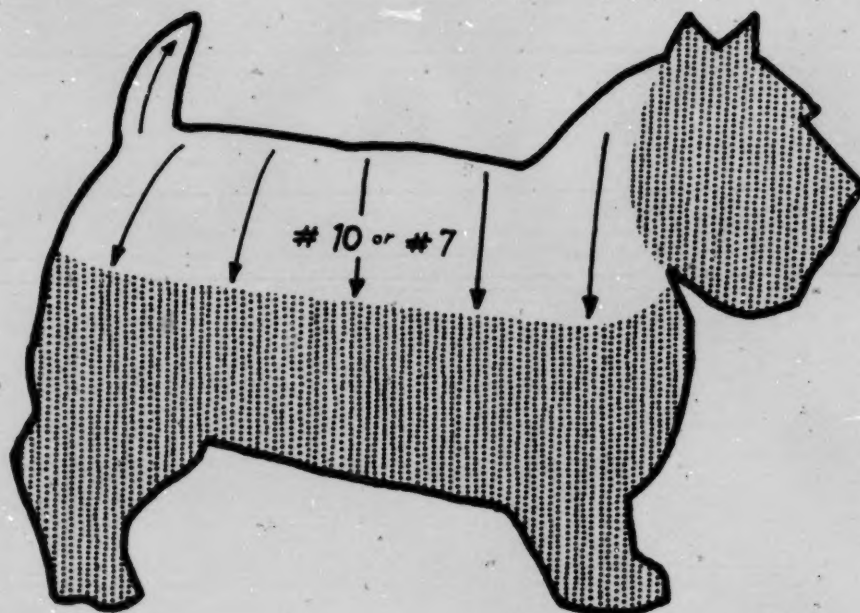
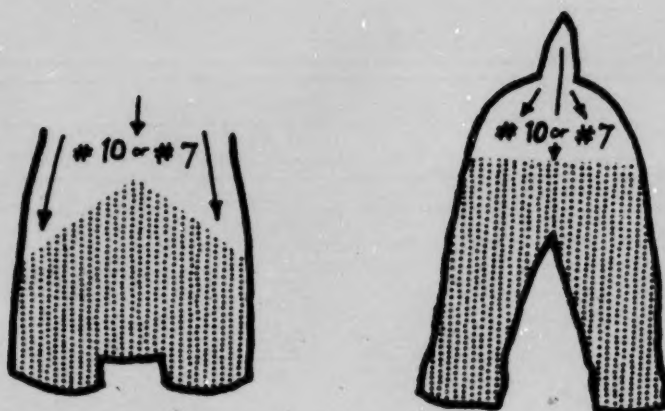
LIGHT AREAS - CLIPPED

DARK AREAS - SCISSORED

LIGHT AREAS – CLIPPED
DARK AREAS – SCISSORED



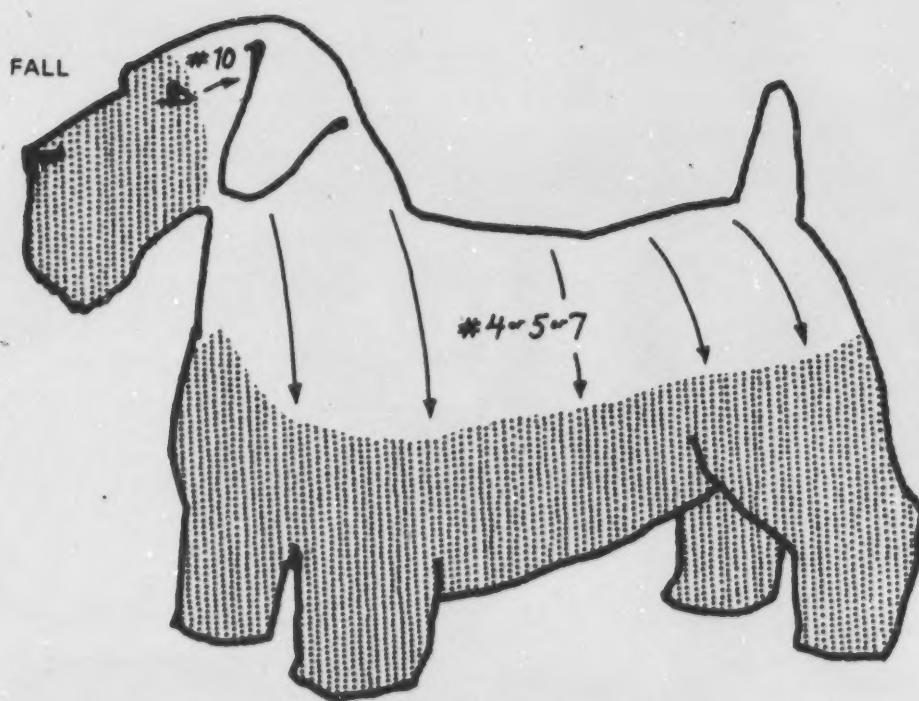
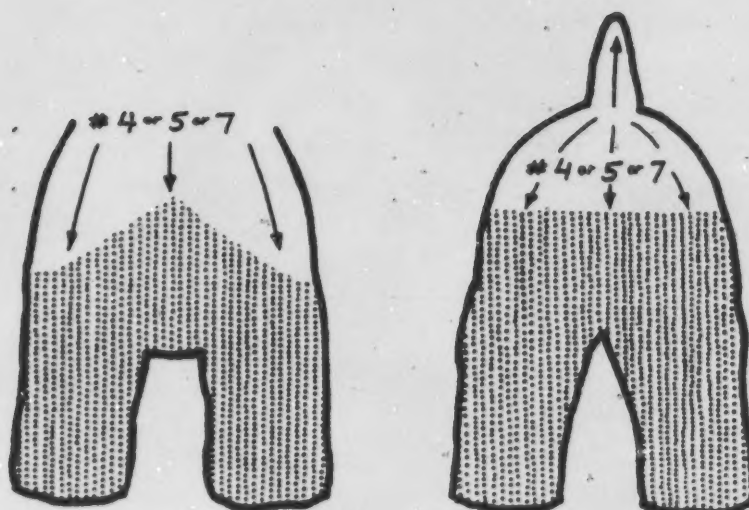
Welsh Terrier Clip
Airedale Terrier Clip
Kerry Blue Terrier Clip



LIGHT AREAS - CLIPPED

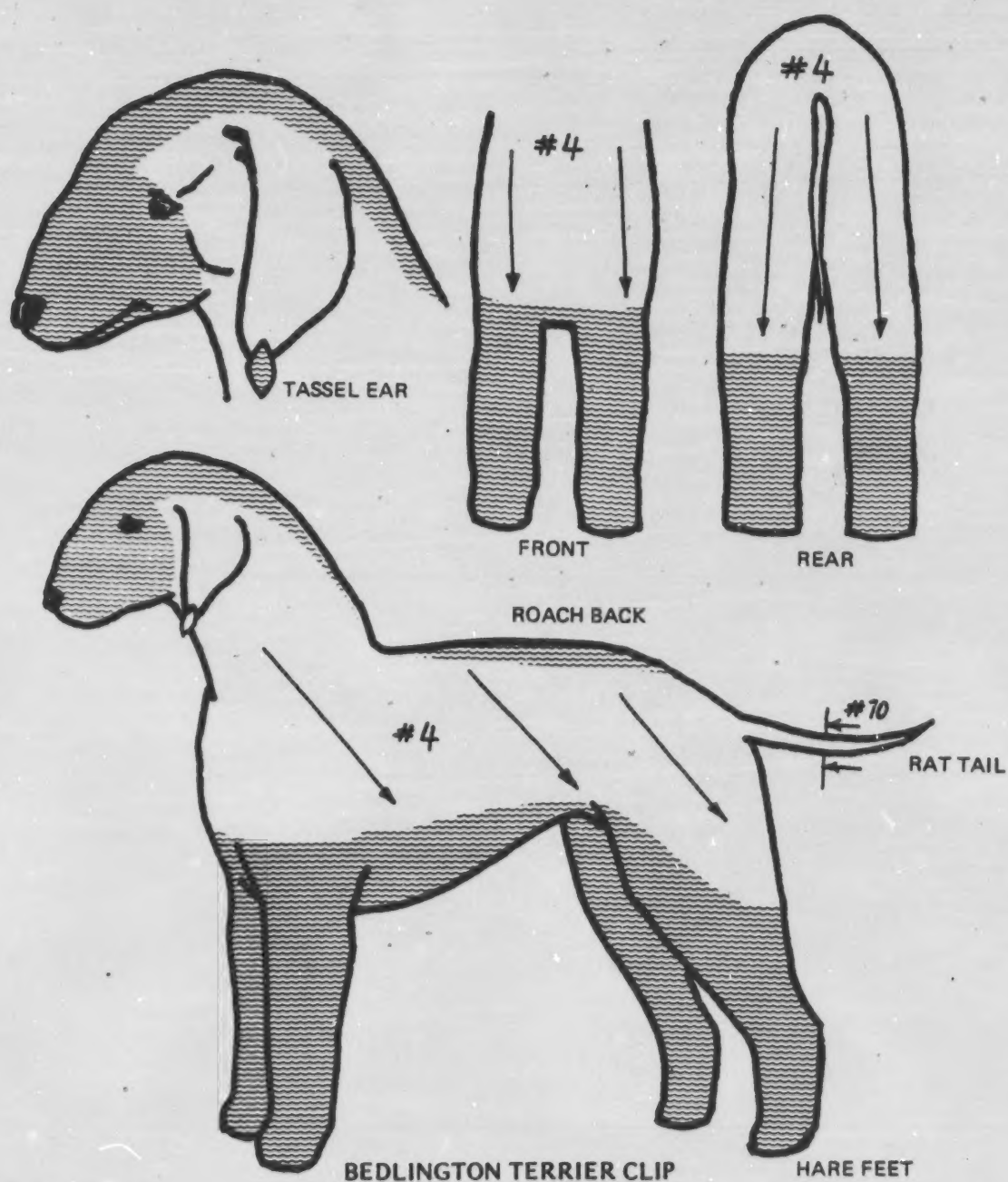
DARK AREAS - SCISSORED

Westhighland White Terrier Clip



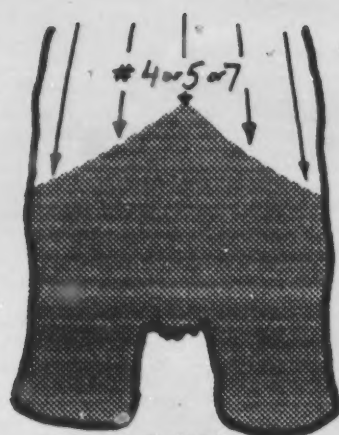
Sealyham Terrier Clip

LIGHT AREAS - CLIPPED
DARK AREAS - SCISSORED

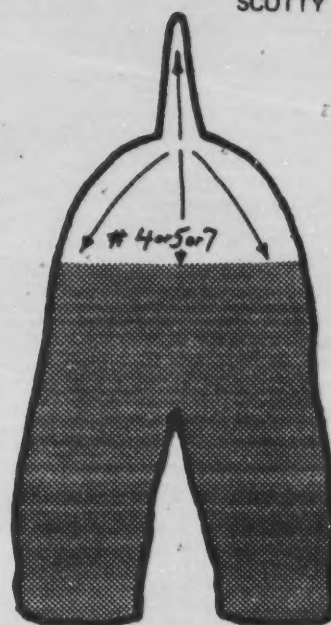


LIGHT AREAS - CLIPPED
DARK AREAS - SCISSORED

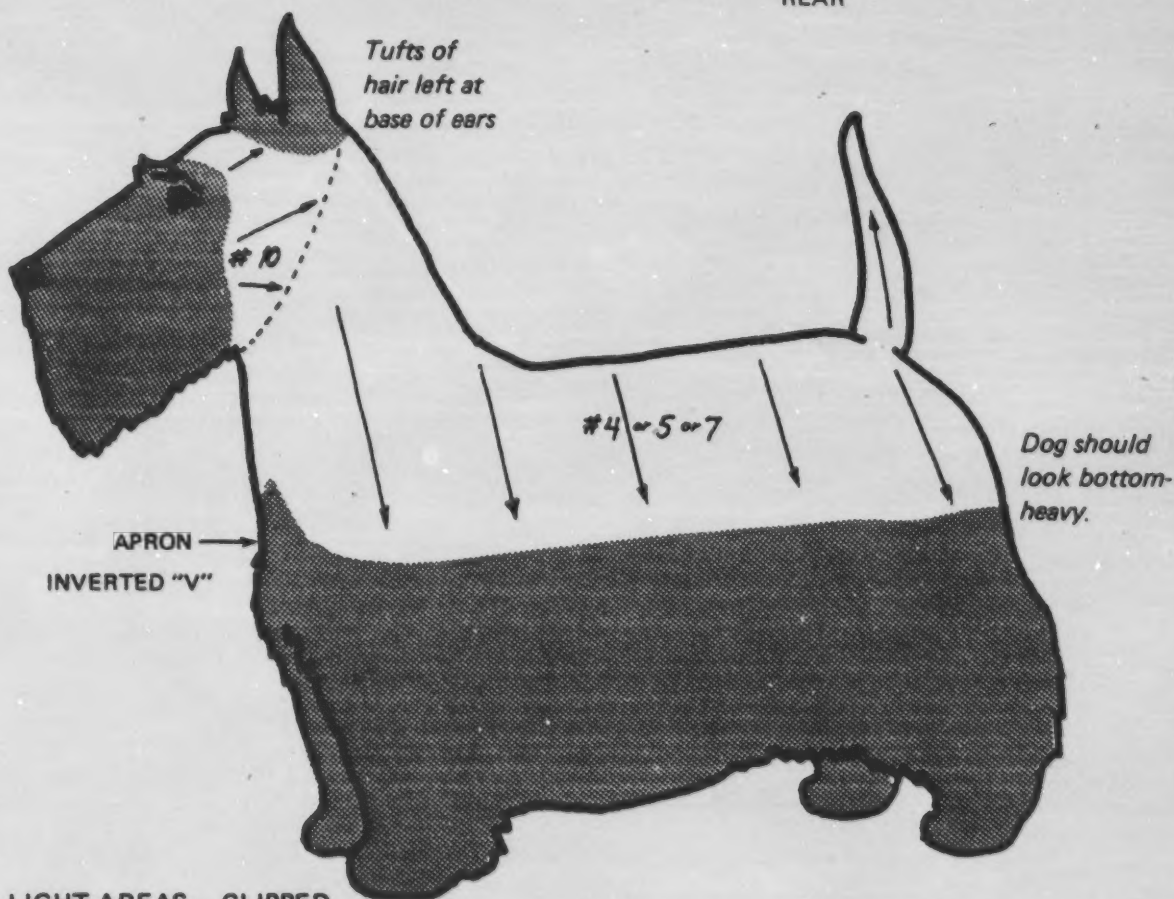
SCOTTY 10"



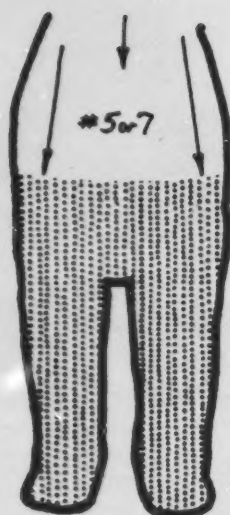
FRONT



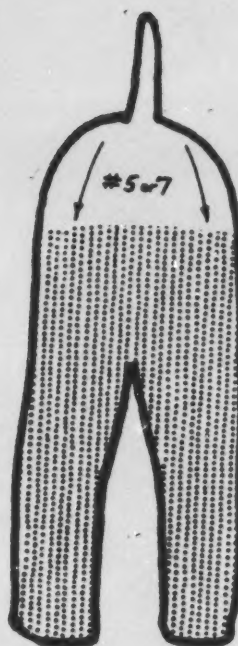
REAR



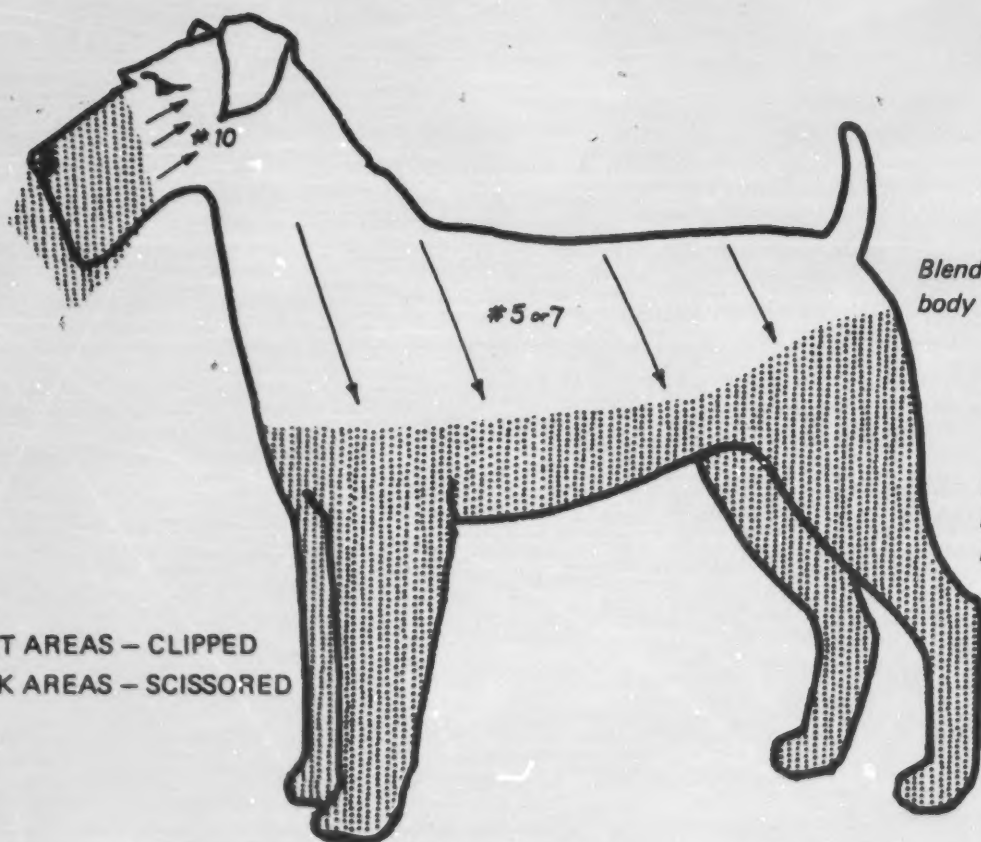
LIGHT AREAS - CLIPPED
DARK AREAS - SCISSORED



FRONT



REAR



LIGHT AREAS - CLIPPED
DARK AREAS - SCISSORED

*Blend from
body into legs.*

*For show,
body should
be scissored.*

Irish Terrier Clip



Spaniel Head Clip

(Also used for English and Gordon Setters)



Correct

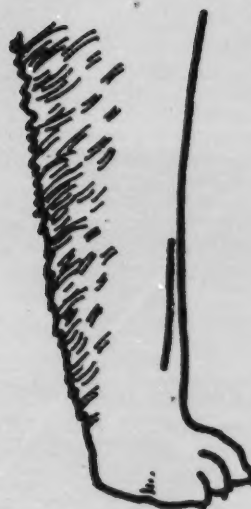


Incorrect

Spaniel Tail Clip

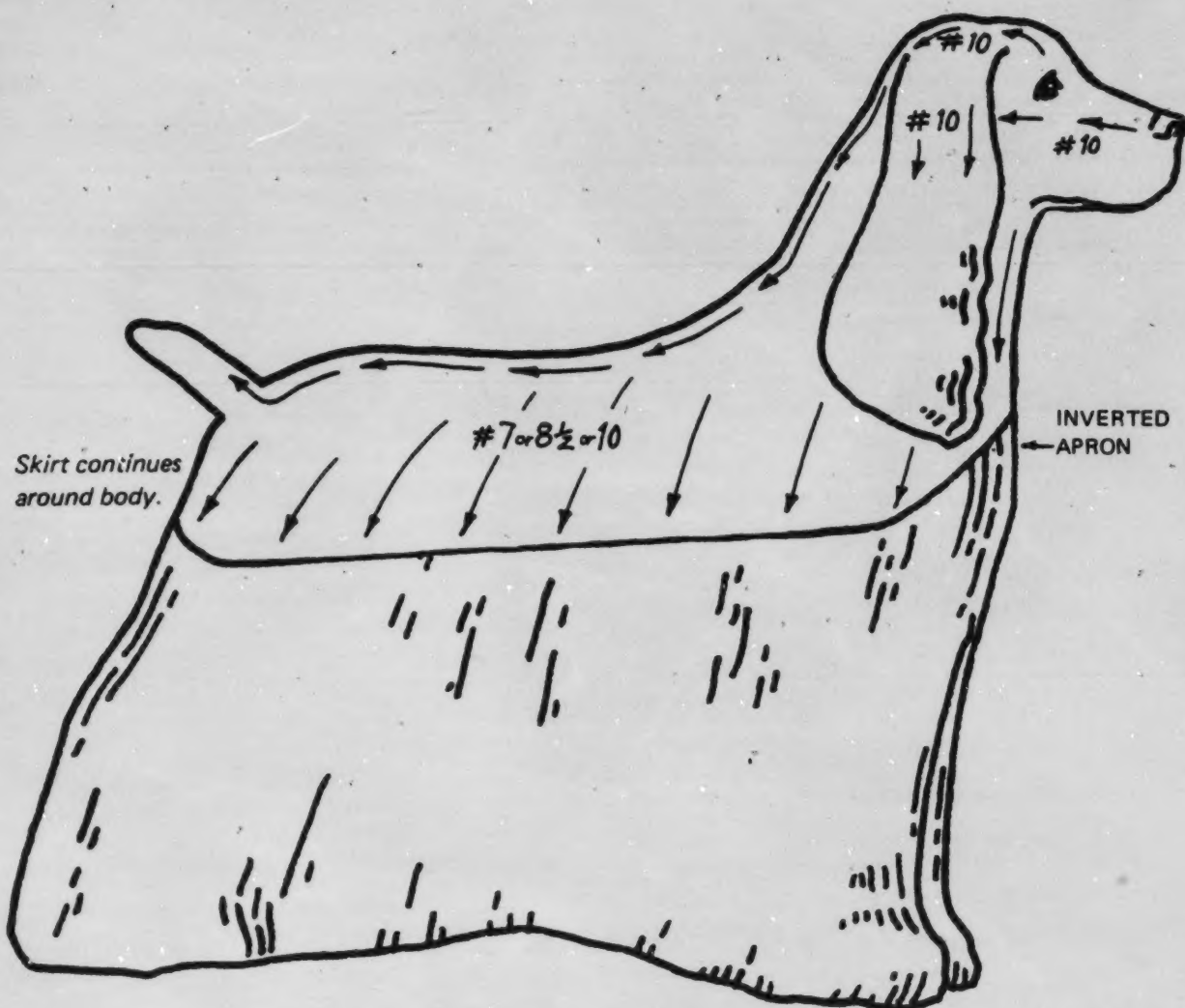


Before

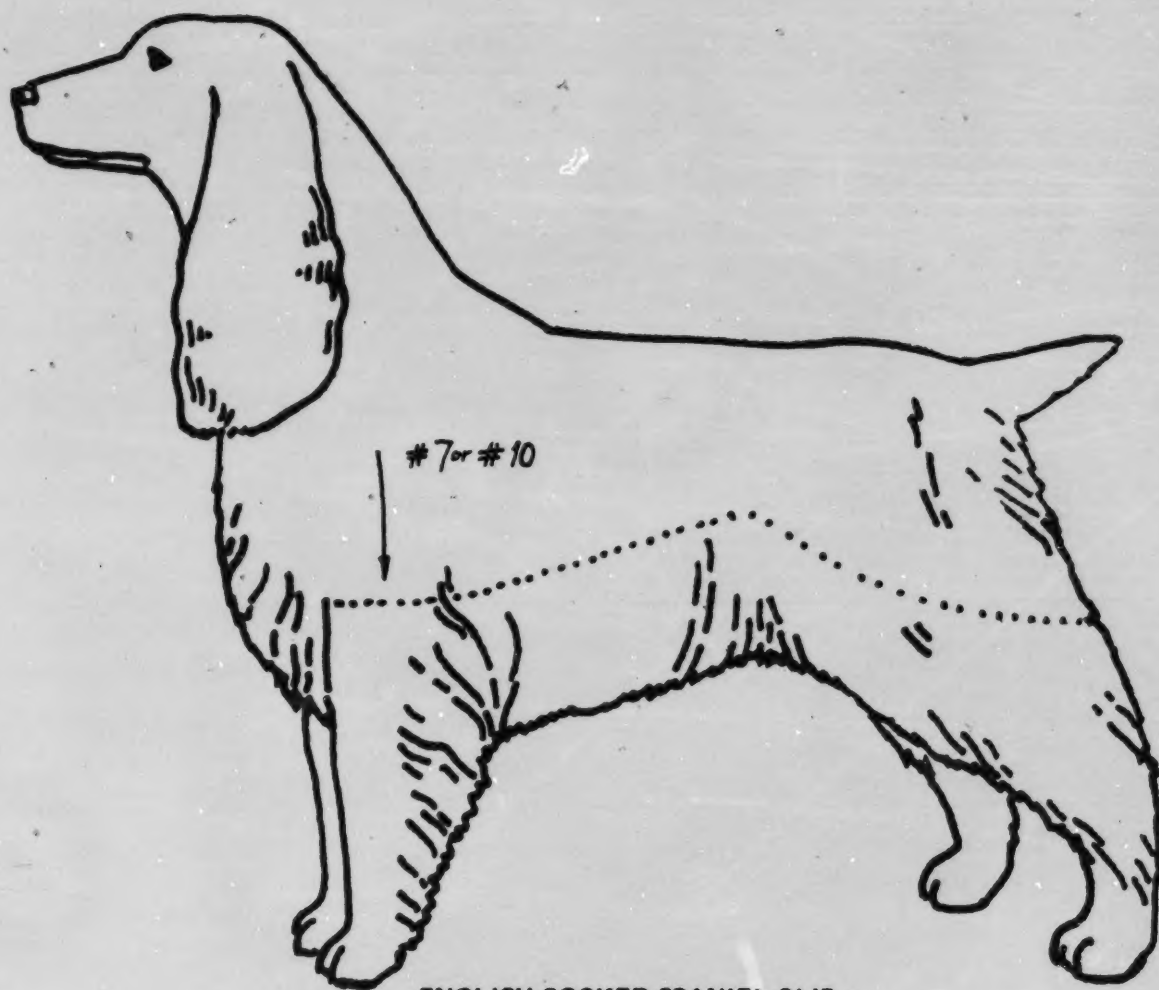


After

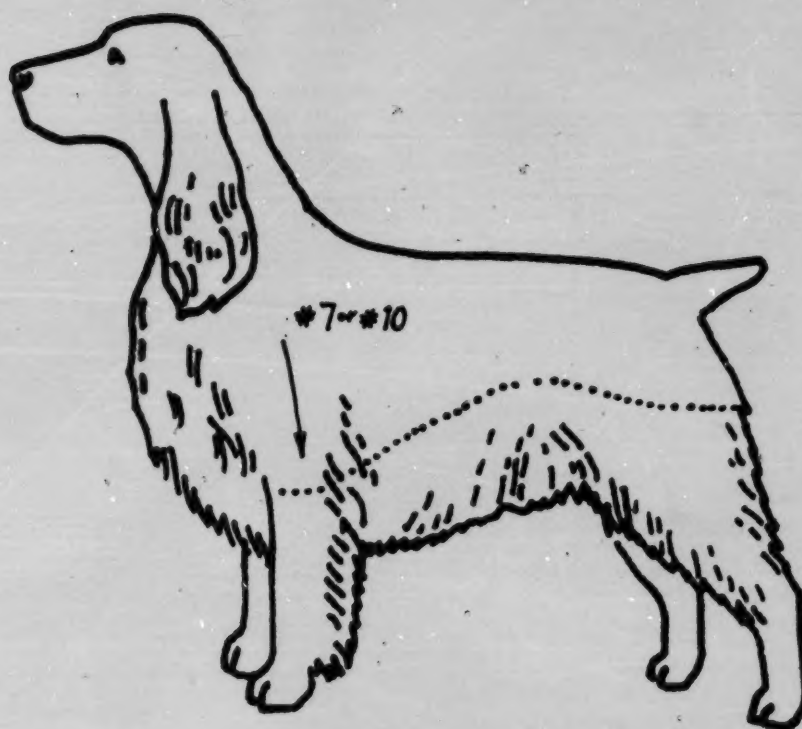
TRIMMING SPANIEL AND SETTER FEET



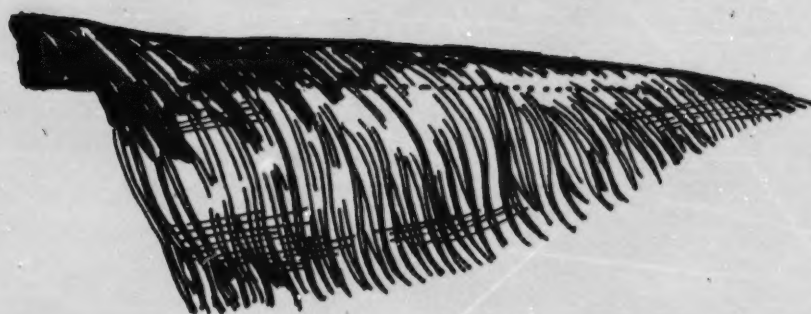
COCKER SPANIEL CLIP



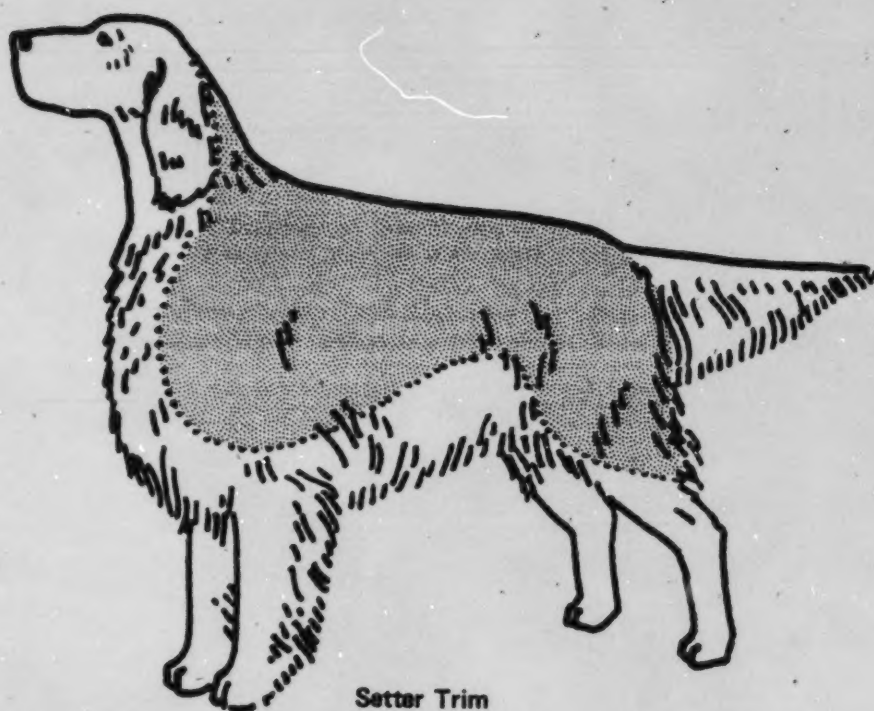
ENGLISH COCKER SPANIEL CLIP



English Springer Spaniel Clip



Setter Tail



Setter Trim

(English, Irish, Gordon)

Strip out shaded area with Gately stripping knives to get flat appearance. Do not touch feathering.



Irish Setter Head Clip

Suggested Cage Area for Laboratory Animals

Species	Weight	Length	Width	Height	Max. No./Cage
Mouse	15-25 grams	12"	7"	5"	10
Rat	200-300 grams	12"	8"	8"	4
Hamster	50-120 grams	12"	8"	8"	10
Guinea Pig	200-350 grams	12"	8"	8"	5
Rabbit	4-8 lbs.	24"	18"	16"	1
Gerbil	20-50 grams	12"	7"	5"	6

Type of Bedding	Direct or Indirect*	Absorbing	Comfort (If Direct)	Can Be Incinerated	Remarks
Dust-free shavings	both	good	excellent	yes	Most widely used.
Sawdust	both	very good	good	yes	Very poor for breeding cages. Watch out for excessive dust and foreign materials.
Flax plant fiber	both	excellent	very good	yes	
Ground corn cobs	both	excellent	very good	yes	Tends to keep smells at a minimum.
Hardwood chips	both	excellent	very good	yes	Can cause sipper-tube failure in water bottle.
Beet pulp	direct	excellent		yes	Retards odor.
Newspaper cut into strips	both	good*	good	yes	If you can obtain nothing else, use this.

* Direct bedding is that on which the animal's body rests.

Indirect bedding is placed in a "drawer" tray under the mesh floor of the cage.

The tray can be removed, cleaned, and replaced without disturbing the cage occupants.

HOUSING LABORATORY ANIMALS

Feeding Requirement of Laboratory Animals

1. Pelleted Foods — Convenient and contain correct nutritive balance. May be fed in suspended containers or hoppers.
2. Green Foods — Vitamin C, which prevents scurvy, derived from green foods. It can be found in certain roots, sprouted grains, members of the cabbage and kale family (especially the stalks), and leafy strains of grass. The type of green food being fed should not be suddenly changed, but introduced in rotation with established foods.
3. Water
4. Suggested amounts of food to be fed to each laboratory animal may be found on accompanying chart.

Average Weight of Food and Water Consumed Daily

Species	Grams of Food	Milliliters of Water
Mouse	4-6	6
Rat	15-20	30-35
Hamster	10-15	150
Guinea Pig	28-32	150
Rabbit	140	300
Gerbil	5-7	1-2

USEFUL DATA ON LABORATORY ANIMALS

	RAT	MOUSE	GUINEA PIG	HAMSTER	RABBIT	GERBIL
Life span	over 2 yrs.	1-2 yrs.	6 yrs.	1½ yrs.	7-8 yrs.	over 4 yrs.
Minimum breeding age	12-14 wks.	6-8 wks.	♂ 2 mos. ♀ 6 wks.	♂ 3-4 mos. ♀ 8 wks.	6-8 mos.	9 wks.
Gestation time	21-23 days	18-21 days	62-72 days	15-19 days	28-36 days	24 days
Weaning age	21-28 days	20 days	14-16 days	20-22 days	6-8 weeks	21 days
Respiratory rate	avg. 100/min	avg. 163/min	avg. 85/min	avg. 74/min	avg. 53 breaths/min	
Heart rate	avg. 375/min	avg. 600/min	avg. 250/min	avg. 400/min	avg. 200-250 beats/min	avg. 360/min
Daily food consumption	(200 gm. rat) 15 gms.	3-4 gms. (adult)	20-25 gms. — (300 gm. pig)	10-14 gms.	30-50 gms/kg.	6 gms.
Daily water consumption	24-30 cc.	4-7 cc.	85 cc.	avg. 8 cc.	60-130 cc./kg.	0 (greens)
Daily urinary volume	11-15 cc.	1-2 cc.	20-25 cc.	7-12 cc.	20-30 cc.	2-4 drops
Daily fecal weight	9-15 gms.	1-1.5gms.	10-15 gms.	2-2.5 gms.	30-45 gms.	1.5-2.5 gms.
Adult body weight	10-15 oz. (350-450 gms.)	1 oz. (30 gms.)	1½ lbs. (0.75 kg.)	3 oz. (90 gms.)	8½ lbs. (4 kg.)	1½ oz. (50 gms.)
Room temp. °F.	65-76	68-74	65-75	65-75	60-70	65-75
Relative humidity	45-55	45-55	45-55	45-55	45-55	45-55

Housing and Maintaining Tropical Fresh-Water Fish

I. Selecting the Site

A. Weight

1. One gallon of water weighs about 8 1/3 pounds
2. Table or stand must be sturdy enough to support entire weight.

B. Sunlight

1. Avoid direct sunlight, which causes excessive growth of algae.
2. Artificial lighting is best.

C. Temperature

1. Avoid heaters and air conditioners.
2. A change of temperature 4 degrees warmer or 2 degrees cooler than normal can cause shock.

D. Accessibility

1. Aquarium must be reached easily.
2. There must be ample room above tank for removal of contents.

II. Size of Tank

- A. At least 1 gallon of water per inch of fish.
- B. Larger tanks more beneficial to fish — reduce possibility of disease
 1. Better aeration
 2. More room for plants — more oxygen
- C. Larger tanks more economical as fish grow or their numbers increase

III. Tank Types

Three main types:

- A. All-glass aquarium with silicone-jointed glass sides
- B. Eloxadized aluminum tank
- C. Plastic-frame tank

IV. Selecting a Cover and Lighting

- A. Cover — keeps in heat and slows down evaporation process.
- B. Lighting
 1. Incandescent lighting is less expensive to buy but uses more electricity.
 2. Fluorescent lighting doesn't give off enough heat to affect water temperature, and enhances appearance of the aquarium.

V. Selecting a Thermostatic Heater

- A. Heaters are needed for all fish except goldfish.
- B. Check temperature every day.
- C. Thermometer is needed to set heater accurately.
- D. Buy the best heater available.

VI. Selecting Filtration and Aeration Equipment

- A. Aeration equipment — "Air stones" are generally used.
- B. Filtration system
 - 1. Depends on useful bacteria
 - 2. Runs on air pumps supplying air
- C. Filter materials
 - 1. Gravel, charcoal, and porous stone are good for developing useful bacteria.
 - 2. Activated charcoal and activated carbon absorb poisonous gases.

VII. Selecting Sand or Gravel

- A. Use small gravel or large sand.
- B. Material must be non-toxic and colorfast.
- C. 2 lbs. of sand or gravel per gallon of water in aquarium.

VIII. Selecting Decorations

- A. Petrified wood, bamboo, and non-metallic rock are good.
- B. Coral, limestone, and marble dissolve and change water's chemistry.

IX. Selecting Plants

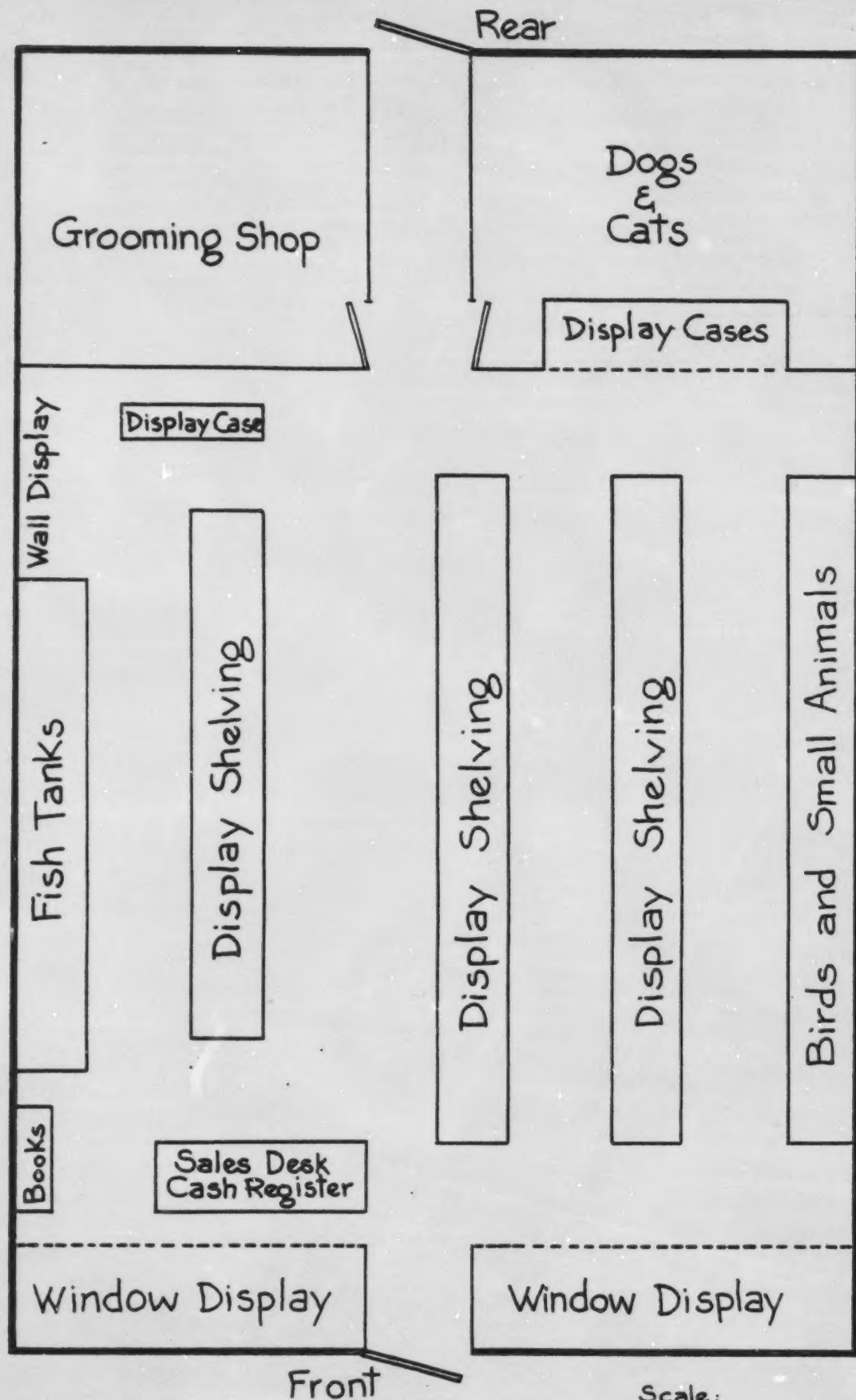
- A. Live plants
 - 1. Help eliminate algae problems and provide food for fish.
 - 2. Difficult to grow, and cause pollution when disintegrating.
- B. Artificial plants
 - 1. They are "instant" and full size when purchased.
 - 2. Can't be eaten or destroyed.
 - 3. Algae problem likely to be greater than when live plants are used.

X. Selecting Fish

- A. Select either one species or a variety of species that are compatible with each other.

XI. Selecting Fish Net

- A. Must be larger than largest fish.
- B. Must be constructed of strong, non-toxic materials.
- C. Must not have any sharp edges.



Knowing Products

1. Product Name:
2. Manufacturer:
3. Quantity per use:
4. General Description:
5. What do you use this product for?
6. Warnings:
7. Guarantee:
8. Retail sizes and prices:

SAMPLE: FOR MAKING OUT DAILY CASH CHECK-IN SLIP



DAILY CASH CHECK-IN SLIP FOR REGISTER

Date	No.	Cash
All Bills		
Halves		
Quarters		
Dimes		
Nickels		
Pennies		
NAME		
TIME		
TOTAL CASH		

DATE (points to Date header)

VALUE OF EACH (points to Cash header)

NAME OF EACH DENOMINATION (points to All Bills, Halves, Quarters, Dimes, Nickels, Pennies)

YOUR NAME (points to NAME row)

THE TIME YOU CHECKED THE CASH (points to TIME row)

THE COUNT OF EACH DENOMINATION (points to No. column)

TOTAL CASH (points to TOTAL CASH row)

COMPLETE THIS CASH CHECK-IN SLIP

DAILY CASH CHECK-IN SLIP FOR REGISTER			
Date	No.	Cash	
All Bills	6	6	00
Halves	4		
Quarters		8	00
Dimes	21		
Nickels	30		
Pennies	40		40
NAME <u>Morris Katz</u>			
TIME <u>8:55 A.M.</u>		TOTAL CASH	20 00

COMPLETE THIS SLIP

DAILY CASH CHECK-IN SLIP FOR REGISTER			
Date	No.	Cash	
All Bills		349	00
Halves	7	3	50
Quarters	65		
Dimes	51		
Nickels	16		
Pennies			40
NAME <u>Mary Lamb</u>			
TIME <u>6:00 P.M.</u>		TOTAL CASH	

You are given \$33.00 in dollar bills and change to start the day's business. Fill in all the spaces to complete the form below. Make sure the total comes to \$33.00.

Use today's date, your name, and the time.

DAILY CASH CHECK-IN SLIP FOR REGISTER			
Date	No.	Cash	
All Bills			
Halves			
Quarters			
Dimes			
Nickels			
Pennies			
NAME _____			
TIME _____		TOTAL CASH	

SAMPLE: FOR MAKING OUT DAILY BALANCE SHEET

DAILY BALANCE SLIP

DATE **SHOP**

BALANCES **CASH REPORT**

Amount shown on tape → **Register Reading** **Total of Checks** ← **All Monies**

Monies Returned → **Less Refunds** **Total of Bills**

Amount after Refunds → **Total Day's Business** **Halves**

Due to Errors → **Cash Over** **Quarters** ← **In Cash Drawer**

→ **Cash Short** **Dimes**

From other Column → **Net Total** **Nickels**

As checked by Office → **Amount Turned In** **Pennies** ← **Total of all Monies in Drawer**

Total

Your Name → **NAME** ← **Money you began with**

TIME: **Net Total**

Time completed → **Day's actual receipts**

COMPLETE THIS DAILY BALANCE SHEET

DAILY BALANCE SLIP					
DATE <u>1/3/-</u>			SHOP <u>Petty's Pet Shop</u>		
BALANCES			CASH REPORT		
Register Reading	<u>139</u>	<u>72</u>	Total of Checks	<u>23</u>	<u>25</u>
Less Refunds			Total of Bills	<u>93</u>	<u>00</u>
Total Day's Business	<u>128</u>	<u>51</u>	Halves	<u>3</u>	<u>50</u>
Cash Over	<u>-</u>	<u>-</u>	Quarters	<u>14</u>	<u>75</u>
Cash Short	<u>-</u>	<u>-</u>	Dimes	<u>8</u>	<u>10</u>
Net Total			Nickels	<u>5</u>	<u>45</u>
			Pennies		<u>46</u>
Amount Turned In			Total		
NAME <u>Nick Nack</u> TIME: <u>6:05 p.m.</u>			Less Starting Cash	<u>20</u>	<u>00</u>
			Net Total	<u>128</u>	<u>51</u>

COMPLETE THIS DAILY BALANCE SHEET

DAILY BALANCE SLIP					
DATE <u>1/7/-</u>			SHOP		
BALANCES			CASH REPORT		
Register Reading	<u>342</u>	<u>63</u>	Total of Checks	<u>130</u>	<u>62</u>
Less Refunds	<u>12</u>	<u>75</u>	Total of Bills	<u>193</u>	<u>00</u>
Total Day's Business			Halves		<u>50</u>
Cash Over			Quarters	<u>12</u>	<u>25</u>
Cash Short			Dimes	<u>6</u>	<u>10</u>
Net Total			Nickels	<u>4</u>	<u>45</u>
			Pennies		<u>71</u>
Amount Turned In			Total	<u>347</u>	<u>63</u>
NAME _____ TIME: _____			Less Starting Cash	<u>20</u>	<u>00</u>
			Net Total		

Your register reading is \$376.92. You started with \$20.00 of mixed change. Your refunds are \$31.53.

Complete the entire slip, using today's date, name of shop, your name, and time.

DAILY BALANCE SLIP					
DATE			SHOP		
BALANCES			CASH REPORT		
Register Reading			Total of Checks		
Less Refunds			Total of Bills		
Total Day's Business			Halves		
Cash Over			Quarters		
Cash Short			Dimes		
Net Total			Nickels		
			Pennies		
Amount Turned In			Total		
NAME _____			Less Starting Cash		
TIME: _____			Net Total		

MAKING CHANGE

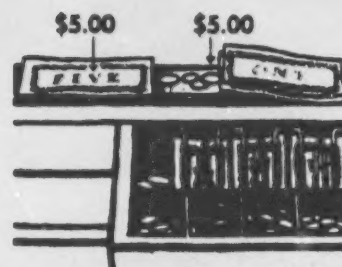
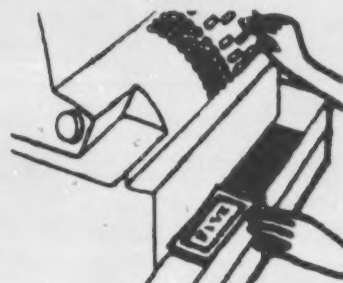


The amount of change is correct when the sum you have counted is equal to the amount the customer gave you.



The cash register indication shows amount of sale

Place the customer's money on the change plate of the register



In counting money be sure to mention each dollar denomination. This will prevent skipping a dollar. For example, see how easy it would be to give a dollar too much change by counting it this way: "That was \$2.44 out of \$5 - 44, 45, 50, 2, 3, 4, 5." The loss would be avoided if the change were counted correctly: "That was \$2.44 out of \$5 - TWO 44, TWO 45, TWO 50, THREE dollars, FOUR dollars, FIVE dollars."



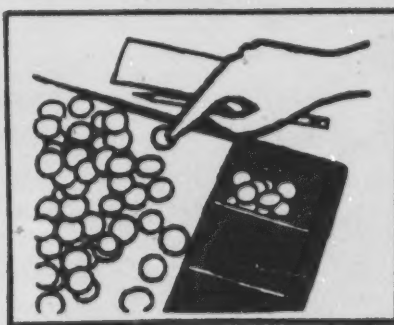
GETTING TO KNOW THE CASH REGISTER



1. Use cardboard when counting change into cash drawer.



Cash Register

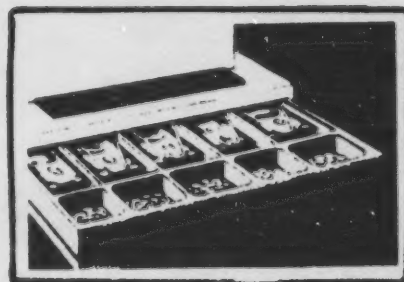


2. Count each denomination of coins separately and slide them into their proper compartments.



Doing it the
right way!

3. Usual arrangement of coins and currency in cash drawer.



Nutrition

1. 43 Individual nutrients needed by warm-blooded animals (including humans)
2. 4 Groups of nutrients
 - a. Proteins
 - b. Fats
 - c. Carbohydrates
 - d. Vitamins and minerals
3. Proteins — Building blocks of the body
 - a. Proteins comprise much of body tissues — heart, muscles, brain, nervous system, etc., etc. Proteins are needed to build these tissues during growth, and repair them after full growth is reached.
 - b. Proteins make up most of the hormones and enzymes that keep the body's processes working.
 - c. The antibodies that fight infections are mostly proteins.
 - d. Proteins are the sole source of nitrogen, which is needed by every cell in the body.
 - e. Proteins are found in largest amounts in meats, soybeans, and fish.
 - f. Growing dogs need at least 17% of protein in their daily ration — more if possible.
4. Fats — Furnish energy.
 - a. Fats in diet supply essential fatty acids for proper growth and development.
 - b. Fats are a concentrated source of energy.
 - c. For every 3000-3500 calories consumed beyond the needs of the body, one pound of fat is deposited in the tissues.
5. Carbohydrates — furnish energy.
 - a. Carbohydrates consist of sugars and starches.
 - b. They are a less concentrated source of energy than fats.
 - c. Grains (wheat, oats, corn, barley, etc.) and mature legumes (beans, peas, etc.) are the best sources of carbohydrates.
6. Vitamins and Minerals
 - a. Vitamins are needed for all sorts of body processes — growth, reproduction, digestion, nerve response, resistance to infection, etc., etc.
 - b. Minerals have many uses:
 - Calcium — for bones, teeth, muscles, blood
 - Iron — for blood
 - Sodium, potassium, magnesium, copper, cobalt, iodine, are among the other minerals needed.

Average Nutrient Content of Commercial Dog Foods**Dry Dog Food**

5-10% moisture
21-23% protein
8% fat
35% carbohydrates
1300-1700 calories/pound

Canned Dog Food

65-78% moisture
10-12% protein
6% fat
3-5% carbohydrates
650-700 calories/pound

Soft-Moist Dog Food

20-25% moisture
20% protein
7% fat
35% carbohydrates
1200 calories/pound

DIGESTIBLE CALORIC REQUIREMENTS FOR DOGS*

Listed below are the average digestible caloric requirements per day for normal dogs, differentiated by age, size and activity; breeds used in the Purina Pet Care studies included St. Bernards, Newfoundlands, German Shepherds, Pointers, Setters, Labrador Retrievers, Siberian Huskies, Wire-Haired Terriers, Dachshunds, and Chihuahuas.

Body Weight pounds	Puppy < 12 mos.	Adult 1-7 Years			8 yrs. + House
		House	Active	Working	
5	550	220	275	330	176
10	1000	400	500	600	320
15	1500	600	750	900	480
20	1800	720	900	1080	576
25	2180	870	1090	1310	696
30	2550	1020	1275	1530	816
35	2930	1170	1465	1760	936
40	3300	1320	1650	1980	1056
45	3690	1475	1845	2215	1180
50	4080	1630	2040	2450	1304
55	4470	1790	2235	2680	1432
60	4860	1945	2430	2915	1556
65	5230	2090	2615	3140	1672
70	5600	2240	2800	3360	1792
75	6000	2400	3000	3600	1920
80		2560	3200	3840	2048
85		2720	3400	4080	2176
90		2880	3600	4320	2304
95		3040	3800	4560	2432
100		3200	4000	4800	2560
105		3345	4180	5015	2676
110		3450	4310	5170	2760
115		3570	4460	5350	2856
120		3670	4585	5500	2936
125		3780	4725	5670	3024
130		3850	4810	5770	3080
135		3965	4955	5945	3172
140		4030	5040	6050	3224
145		4130	5160	6190	3304
150		4200	5250	6300	3360

* These are average requirements per day; individual requirements may vary according to age, size, breed, degree of activity and temperature. The changes in daily needs obviously take place gradually, not abruptly, as the dog grows older. However, out of necessity, this table is calculated on a "point-in-time" basis, e.g., a puppy's caloric requirements *per pound of body weight* peak during 4-16 weeks (giant breeds 4-24 weeks) and then gradually decline as it matures.

Note: All values are express in Calories.

GAINES FEEDING CHART

Feed Cycle [®]	Age Meals per day	Breed Size †	Weight in lbs.	Calories per day	Canned Amount per Meal 1 can = 14 oz.	Dry Amount per Meal 1 cup = 8 oz. measuring cup
1	Puppies Weaning to 3 Months Three meals per day	Very small	1 - 3	130 - 343	1 - 3 full tbsp.	$\frac{1}{8}$ - $\frac{1}{3}$ cup
		Small	3 - 6	343 - 572	3 - 5 full tbsp.	$\frac{1}{3}$ - $\frac{1}{2}$
		Medium	6 - 12	572 - 943	$\frac{1}{3}$ - $\frac{1}{2}$ can	$\frac{1}{2}$ - 1
		Large	12 - 20	943 - 1384	$\frac{1}{2}$ - $\frac{3}{4}$	1 - $1\frac{1}{3}$
		Very large	15 - 25	1113 - 1650	$\frac{2}{3}$ - 1	1 - $1\frac{2}{3}$
1	Puppies 3 - 5 Months Three meals per day	Very small	3 - 10	343 - 816	3 - 7 full tbsp.	$\frac{1}{3}$ - $\frac{3}{4}$ cup
		Small	5 - 15	494 - 1113	$\frac{1}{4}$ - $\frac{2}{3}$ can	$\frac{1}{2}$ - 1
		Medium	12 - 25	943 - 1650	$\frac{1}{2}$ - 1	1 - $1\frac{2}{3}$
		Large	15 - 35	1113 - 2100	$\frac{2}{3}$ - $1\frac{1}{4}$	1 - 2
		Very large	25 - 50	1650 - 2750	1 - $1\frac{1}{2}$	$1\frac{2}{3}$ - $2\frac{2}{3}$
1	Puppies 5 - 7 Months Two meals per day	Very small	4 - 12	426 - 943	$\frac{1}{3}$ - $\frac{3}{4}$ can	$\frac{2}{3}$ - $1\frac{1}{3}$ cups
		Small	12 - 25	943 - 1650	$\frac{3}{4}$ - $1\frac{1}{3}$	$1\frac{1}{3}$ - $2\frac{1}{3}$
		Medium	20 - 35	1384 - 2100	1 - $1\frac{2}{3}$	2 - 3
		Large	35 - 50	2100 - 2750	$1\frac{2}{3}$ - $2\frac{1}{4}$	3 - 4
		Very large	50 - 90	2750 - 4302	$2\frac{1}{4}$ - $3\frac{1}{3}$	4 - $6\frac{1}{3}$
1	Puppies 7 - 12 Months Two meals per day	Very small	6 - 12	572 - 943	$\frac{1}{2}$ - $\frac{3}{4}$ can	$\frac{3}{4}$ - $1\frac{1}{3}$ cups
		Small	12 - 25	943 - 1650	$\frac{3}{4}$ - $1\frac{1}{3}$	$1\frac{1}{3}$ - $2\frac{1}{3}$
		Medium	25 - 45	1650 - 2556	$1\frac{1}{3}$ - 2	$2\frac{1}{3}$ - $3\frac{3}{4}$
		Large	45 - 70	2556 - 3542	2 - $2\frac{3}{4}$	$3\frac{3}{4}$ - $5\frac{1}{4}$
		Very large	70 - 100	3542 - 4640	$2\frac{3}{4}$ - $3\frac{2}{3}$	$5\frac{1}{4}$ - $6\frac{3}{4}$
2	Adult dogs Normally active Two meals per day	Very small	6 - 12	286 - 472	$\frac{1}{4}$ - $\frac{1}{2}$ can	$\frac{1}{2}$ - $\frac{3}{4}$ cup
		Small	12 - 25	472 - 825	$\frac{1}{2}$ - $\frac{3}{4}$	$\frac{3}{4}$ - $1\frac{1}{4}$
		Medium	25 - 50	825 - 1375	$\frac{3}{4}$ - $1\frac{1}{4}$	$1\frac{1}{4}$ - 2
		Large	50 - 90	1375 - 2151	$1\frac{1}{4}$ - 2	2 - $3\frac{1}{3}$
		Very large	90 - 175	2151 - 3675	2 - $3\frac{1}{2}$	$3\frac{1}{3}$ - $5\frac{2}{3}$
3	Adult dogs Overweight or less active Two meals per day For weight reduction*	Very small	Ideal weight*		For weight reduction*	For weight reduction*
		Small	6 - 12	229 - 378	$\frac{1}{4}$ - $\frac{1}{2}$ can	$\frac{1}{2}$ - $\frac{3}{4}$ cup
		Medium	12 - 25	378 - 680	$\frac{1}{2}$ - $\frac{3}{4}$	$\frac{3}{4}$ - $1\frac{1}{4}$
		Large	25 - 50	680 - 1100	$\frac{3}{4}$ - $1\frac{1}{4}$	$1\frac{1}{4}$ - 2
		Very Large	50 - 90	1100 - 1721	$1\frac{1}{4}$ - 2	2 - $3\frac{1}{4}$
3	Adult dogs Overweight or less active Two meals per day For reduced weight maintenance**	Very small	Ideal weight*		For Maintenance**	For Maintenance**
		Small	6 - 12	286 - 472	$\frac{1}{3}$ - $\frac{1}{2}$ can	$\frac{1}{2}$ - 1 cup
		Medium	12 - 25	472 - 825	$\frac{1}{2}$ - 1	1 - $1\frac{1}{2}$
		Large	25 - 50	825 - 1375	1 - $1\frac{1}{2}$	$1\frac{1}{2}$ - $2\frac{2}{3}$
		Very Large	50 - 90	1375 - 2151	$1\frac{1}{2}$ - $2\frac{1}{3}$	$2\frac{2}{3}$ - 4
4	Older Adult dogs Two meals per day	Very small	6 - 12	257 - 425	$\frac{1}{4}$ - $\frac{1}{2}$ can	$\frac{1}{2}$ - $\frac{3}{4}$ cup
		Small	12 - 25	425 - 743	$\frac{1}{2}$ - $\frac{3}{4}$	$\frac{3}{4}$ - $1\frac{1}{4}$
		Medium	25 - 50	743 - 1238	$\frac{3}{4}$ - $1\frac{1}{4}$	$1\frac{1}{4}$ - 2
		Large	50 - 90	1238 - 1936	$1\frac{1}{4}$ - 2	2 - $3\frac{1}{4}$
		Very large	90 - 175	1936 - 3308	2 - $3\frac{1}{3}$	$3\frac{1}{4}$ - $5\frac{1}{2}$

* The Ideal or desired weight must be determined for each individual dog.

** Requirements vary due to differences in size, environment, activity and types of stress.

† HERE ARE EXAMPLES OF BREEDS WITH VARYING WEIGHTS.

Very small	5-14 lbs.	Toy Poodle, Yorkshire Terrier
Small	15-30 lbs.	Cocker Spaniel, Fox Terrier
Medium	31-50 lbs.	Dalmatian, Springer Spaniel
Large	51-89 lbs.	Labrador Retriever, German Shepherd
Very Large	90-175 lbs.	Great Dane, St. Bernard

APPROXIMATE CHEMICAL COMPOSITION OF PURINA DOG FOOD PRODUCTS**

All Purina dog foods undergo continual extensive testing at the Purina Pet Care Center. They are complete and balanced rations for normal, healthy dogs. Check package copy for specific feeding directions. The approximate chemical composition is listed below.

	Puppy Chow	Puppy Chuck Wagon	Chuck Wagon	Purina Dog Chow	High Protein Dog Meal	Purina Fit & Trim	Purina Field 'n Farm
Moisture, % (max)	12	12	12	12	12	12	12
Dry Matter, % (min)	88	88	88	88	88	88	88
Protein, % (min)	27	27	23	21	26	16	21
Fat, % (min)	9	9	8	8	10	5	7
Calcium, % (min)	1.7	1.7	1.5	1.3	1.6	1	1.2
Phosphorous, % (min)	1.0	1.0	.85	.8	.95	.8	.9
Dig. Protein, % (min)	85	85	85	83	85	73	80
*Dig. Energy (calories/lb)	1600	1600	1500	1600	1650	1400	1600
Vitamin A (IU/lb)	8000	8000	8000	8000	8000	8000	8000
Vitamin D (IU/lb)	800	800	800	800	800	800	800
Vitamin E (IU/lb)	5	5	5	5	5	5	5
Vitamin K, ppm	.5	.5	.5	.5	.5	.5	.5
Choline, ppm	1100	1100	1100	1100	1100	900	1100
Vitamin B ₁₂ , ppm	.025	.025	.025	.025	.025	.025	.025
Niacin, ppm	52	52	39	42	47	40	45
Riboflavin, ppm	4.8	4.7	4.4	4.3	4.5	3	4
Thiamin, ppm	7.8	7.7	7	7	7.3	7	7
Pyridoxine, ppm	8	8.1	7.8	7.1	7	7	7
Pantothenic Acid, ppm	10	10	8	8	9	10	9
Biotin, ppm	.13	.13	.13	.13	.13	.1	.13
Folic acid, ppm	1.3	1.3	1.3	1.3	1.3	1.3	1.3
Sodium, %	.5	.5	.45	.45	.5	.4	.5
*Potassium, %	.65	.65	.65	.65	.65	.55	.65
Chloride, %	.7	.7	.6	.6	.7	.55	.7
Magnesium, %	.15	.15	.15	.15	.15	.15	.15
Iron, ppm	250	250	200	200	200	200	200
Zinc, ppm	110	105	80	75	80	75	80
Manganese, ppm	55	55	52	51	56	50	50
Cobalt, ppm	.75	.75	.75	.75	.75	.75	.75
Copper, ppm	14	14	11	12	13	12	12
Iodine, ppm	2.5	2.4	2.1	2.1	2.2	2	2.1

*Figures modified from earlier table

**Based on latest ingredient analysis information. Since nutrient composition of natural ingredients varies, analysis will differ accordingly.

X-4b

TABLE 1
DAILY FOOD REQUIREMENTS OF CATS ACCORDING TO AGE

Age	Expected Wt.		Daily calorie/body wt.		Daily ration	
	kg.	lb.	Kcal./kg.	Kcal./lb.	g.	oz.
Newborn	0.12	0.25	380	190	30	1
5 weeks	0.5	1.0	250	125	85	3
10 weeks	1.0	2.0	200	100	140	5
20 weeks	2.0	4.5	130	65	175	6
30 weeks	3.0	6.5	100	50	200	7
Adult ♂	4.5	10.0	80	40	240	8.5
Adult ♀ (pregnant)	3.5	7.5	100	50	240	8.5
Adult ♀ (lactating)	2.5	5.5	250	125	415	14
Neuter ♂	4.0	9.0	80	40	200	7
Neuter ♀	2.5	5.5	80	40	140	5

TABLE 2
"IDEAL" RATIONS FOR CATS

	Water %	Protein %	Fat %	Carb. %	Ash %	Calcium %
1. Newborn	72	9.5	6.8	10	0.75	0.035
2. Kitten & Cats	70	14	10	5	1.0	0.6

Selecting Breeding Stock

1. Brood Bitch
 - a. The foundation of any good breeding kennel
 - b. *Sound*, mentally and physically
 - c. Hard physical condition — good muscle tone
 - d. A pedigree of known qualities — color, faults, etc.
 - e. More important to have a quality bitch with one major fault than a common bitch with several minor faults.
2. Stud Dog
 - a. Take time choosing one and examine his background thoroughly.
 - b. Check on what he has already produced.
 - c. Make sure he complements your bitch.
 - d. Make sure he is sound, mentally and physically.

Breeding and Whelping Cycles of Cats and Dogs

Cats:

1. Estrus (heat) is unpredictable. A female cat can call for a male every month from February to October until successfully mated.
2. Length of season is unpredictable: from 3 or 4 days to 3 solid weeks at a time.
3. Period of gestation is 65 days. It may range from 55 to 69 days, depending on litter size and external factors.

Dogs:

1. One to two seasons of estrus (heat) a year.
2. Season lasts 18 to 24 days.
3. Can conceive only during a 4-day period in the season.
4. Season has three divisions, each about a week long.
 - a. Coming in: vulva swells, bloody discharge starts
 - b. Bleeding period
 - c. Going out: discharge stops and swelling ends
5. Mating usually takes place on 10th to 15th day of season.
6. Gestation period is 63 days, but from 58 to 65 is not unusual.

(Based on a 63-day gestation period)

[illegible]

Pre-Natal Care of Mother

1. Don't treat female as if she were an invalid — all normal activities should be allowed.
2. Prepare whelping box.
3. Increase feedings as evidence of pregnancy shows.
4. Clip away excess belly hair around the nipples.
5. Introduce the female to the whelping box and encourage her to sleep in it.

Signs of Whelping (Within 24-48 Hours)

1. Drop in temperature
2. Bitch settles down and relaxes too quietly.
3. Heavy panting and breathing (labor is beginning).
4. Looks at rear end apprehensively.
5. Refuses food.
6. More often than not will vomit.
7. Clear discharge evident.
8. Straining as if to relieve herself.

Quick Guide to Normal Whelping of Bitch

1. Bitch starts to push and strain and pant.
2. If more than 3 hours pass without any delivery, call vet.
3. Water bag breaks.
4. Whelp appears, head first.
5. First puppy born. Break membrane around whelp if bitch does not do so immediately.
6. Dry puppy and shake fluid out of it.
7. Bitch eats afterbirth.
8. Weigh puppy.
9. Clean soiled papers and add more if necessary.
10. Bitch should be getting ready to have next puppy.
11. Take bitch out if there is a delay between births, to stimulate her with a little movement.
12. Count afterbirths as produced to ascertain all were expelled. Particularly important after birth of last whelp.
13. Take bitch to vet for a Pituitary (pit) shot to contract the uterus.

Items To Have on Hand

- | | |
|----------------------------|-----------------|
| 1. Scale | 5. Clean towels |
| 2. Watch, paper and pencil | 6. Newspapers |
| 3. Heat lamp or pad | 7. Warm water |
| 4. Tweezers | |

Common Post-Natal Complications

Dog:

1. **Mastitis** — infection in the nipples.
 - a. Chief cause of puppy death
 - b. Teats will swell and become inflamed.
 - c. Take bitch to vet immediately.
 - d. Apply warm compresses to affected area if a vet cannot be reached.
 - e. Remove puppies from mother and feed them; or supplement their feedings if infection is under control.
2. **Retained placenta** — last afterbirth not expelled
 - a. Condition raises milk temperature.
 - b. A foul smell issues from hindquarters.
 - c. Could prevent proper puppy development.
 - d. Remove pups and feed them.
 - e. Take bitch to vet to have placenta removed.

Cat:

Coccidiosis — basic infection characterized by loose stools, loss of appetite, and general unthriftiness.

- a. Usually cures itself.
- b. Kittens suffer along with the mother.
- c. Keep quarters clean and don't let other kittens or cats be around.
- d. Keep diet high in fatty foods and fish.

Weaning

Kittens:

1. At 3 weeks, supplement mother's milk with ordinary cow's milk.
2. Put drop of a milk-food (gruel) on finger and let kitten lick off.
3. Put drop or two in mouth if kitten will not lick off finger.
4. Increase quantity to two meals a day until 5 weeks old.
5. At 5 weeks introduce raw beef or mashed cooked fish.
6. Over 5 weeks, feed 4 small meals a day.
7. By 8 weeks kitten should be completely weaned.

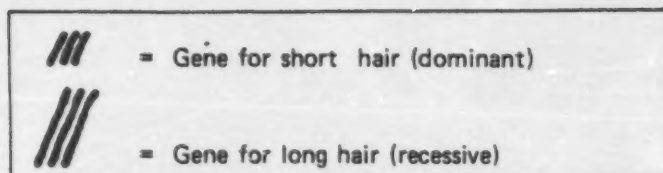
Puppies:

1. At 3 weeks, supplement mother's milk with Esbilac or a watery gruel.
2. Place warmed mixture in a nearly flat dish and gently push puppies' noses in mixture.
3. Place some on finger and force into mouth of any stubborn eater.
4. At 4 weeks give two meals a day and start taking the mother away for short periods of time.
5. Increase feedings till puppies are fully weaned by 6 weeks.
 - a. They should not be seeing the mother at all by this age.
 - b. You should be giving them four meals a day.
6. Decrease bitch's food to halt her milk production.

Basic Genetics

1. Genetics is the part of Biology that deals with heredity and sex determination.
2. Every hereditary characteristic starts with *a pair of genes*. This pair is found in every cell of an animal's body. One of the pair was inherited from the father, and one from the mother.
3. Genes are little packets of chemicals which determine why animals (and people) differ from each other in countless ways. There will be genes for eye color, skin color, shape of eyes, ability to digest certain foods, ability to learn tricks, susceptibility to certain diseases, etc., etc., etc.
4. Genes are grouped together into strings called chromosomes.
5. Each sperm cell has exactly one-half the number of chromosomes necessary for a new puppy or kitten. Each egg cell also has one-half the necessary number.
6. At the time of mating, when a sperm cell combines with an egg cell, each fertilized cell has all the necessary chromosomes for a new animal.
7. Genes may be either dominant or recessive. Traits from dominant genes will always "show" when the gene is present. Traits from recessive genes will not "show" unless the animal has both recessive genes. (See the diagram, XI - 7b)
8. Recessive traits skip one generation or many, and will not "show" until an identical recessive gene is met.
 - a. Dogs and cats are carriers of many recessive genes, as are all living creatures.
 - b. Only when the offspring receives two recessive genes for the same trait will the trait actually appear in the animal.
9. Dominant traits are less likely to skip a generation.
 - a. If the animal parent has *two* dominant genes for a certain trait, *all* its offspring will inherit that trait. Depending on the other parent, the offspring will have *at least* one gene for the trait, so it must "show."
 - b. If the animal parent has one dominant gene and one recessive gene, then half of its offspring will have the dominant gene. Depending on the other parent, *at least* half the offspring will show the trait.
10. When an animal shows a recessive trait, its cells *must have* two genes for that trait. When an animal shows a dominant trait, its cells *may have* two genes for the trait or they *may have* one gene for the dominant trait and one for the recessive.

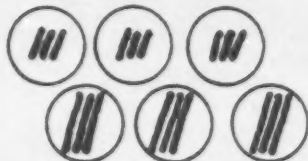
Diagram Showing Inheritance of a Single Trait



Egg "mother" cells of bitch with short hair
(carrying recessive genes for long hair)



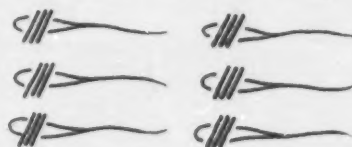
Egg cells of bitch



Sperm "mother" cells of stud dog with long hair
(having two recessive genes for long hair)



Sperm cells of stud dog



Six fertilized cells that will grow into 6 puppies:

These cells have a
gene for short hair
(dominant) and a
gene for long hair
(recessive)



These puppies will have
short hair.

These cells have two
genes for long hair
(recessive)



These puppies will have
long hair.

Some Known Dominant and Recessive Traits

(The trait on the left will ordinarily "overcome" the trait on the right, unless both parent animals carry genes for the trait on the right.)

CATS

Dominant

black
dominant white
Burmese breed
any color
short hair
polydactylism — extra toes

Recessive

most other colors
black
Siamese breed
albinism — white with pink eyes
long hair
five toes

DOGS

Dominant

black
black and tan
brown eyes
short hair
straight hair
short ears
birdy interest

Recessive

all other colors
tri-color
yellow eyes
long hair
curly hair
long ears
lack of interest

THE AMERICAN KENNEL CLUB*

THE AMERICAN KENNEL CLUB, established September 17, 1884, is a non-profit organization devoted to the advancement of purebred dogs. It maintains a registry of recognized breeds; adopts and enforces rules and regulations governing dog shows, obedience trials, and field trials; and fosters and encourages interest in, and the health and welfare of, purebred dogs.

The AKC does not have individual memberships. Rather, it is comprised of almost 400 autonomous dog clubs throughout the United States. Each club exercises its voting privilege through a representative known as a "delegate". The delegates are the legislative body of the AKC, making the rules, and electing directors from among their number.

The Board of Directors, thus elected, are responsible for the management of the AKC, appointing key staff, and making regulations and policies in conformity with the rules prescribed by the delegates.

The Stud Book, ancestry record of every dog that has been registered since the inception of The American Kennel Club, now represents an enrollment of more than 17,500,000 dogs. Currently more than a million new registrations are being added each year.

The official magazine of the AKC, published monthly, is *Purebred Dogs - American Kennel Gazette*. In addition to articles and photos of every phase of purebred dog interest, and news of the various breed clubs, each issue includes official notice of: all forthcoming events approved to be held under AKC rules; listing of all new champions and obedience degree winners; the awards at all dog shows, field trials, and obedience trials; and all actions taken by the club's Board of Directors.

At its headquarters at 51 Madison Avenue, New York, N.Y. 10010, The American Kennel Club maintains a reference library of more than 10,000 volumes. One of the most complete collections of its kind in the world, the Library contains many rare, out-of-print editions (some published as early as 1576). It includes as well the works of modern authorities on the breeds, books and magazines in English and practically all foreign languages. On file are the stud books of many other accredited registration agencies here and abroad. Included in the Library's collection are famous prints and oil paintings by old masters and modern artists, as well as a unique file of pictures for the study of every known breed of dog. The public is invited to use the facilities of the Library, which is open for reference purposes Mondays through Fridays from 10:00 A.M. to 4:00 P.M.

* From "The Complete Dog Book" (Official publication of the American Kennel Club)

AKC Shows

1. Two types — match shows and point shows
2. Match shows
 - a. Informal and fun
 - b. Inexpensive compared with point shows
 - c. Provide practice for puppies.
 - d. 6 Classes offered.
3. Point shows (Licensed Trials or Championship Shows)
 - a. Competitive
 - b. Entries must be made 3 weeks in advance.
 - c. Championships are available.
 - d. Expensive, yet rewarding

AMERICAN KENNEL CLUB

AGBER'S DARLYN

NAME

LABRADOR RETRIEVER

BREED

YELLOW

COLOR

AGBER'S DANIEL ALOYSIUS SB546720 (8-75)

LINE

TUDOR'S SPRING DANDELION SA779180 (6-72)

LINE

AGNES CARTIER

LINE

DENNIS W. LIVESEY &

PATRICIA A. LIVESEY & AGNES CARTIER

197 E. MAIN ST.

RAMSEY, N.J. 07446

NO. SB755688

FEMALE

MAY 24 1975

DATE OF BIRTH



APR 26 1976

DATE OF REGISTRATION

REGISTERED IN THE AMERICAN KENNEL CLUB
BOOK OF RECORD, VOLUME 1, PAGE 100
1975. REGISTRATION NO. SB755688
WHICH IS THE SAME AS THE REGISTRATION NO. SB755688

THE AMERICAN KENNEL CLUB
1200 KENNEL CLUB DRIVE
ANN ARBOR, MICHIGAN 48106
AGNES CARTIER

U

Agber Labradors

97 Pittanger Pond Road
Freehold, N.J. 07728

AGNES and BERANI CARTIER

PHONE: 201 549-1109

AGREEMENT OF SALE SHOWABLE DOG

NAME OF DOG AGBER'S DARLYN

SIRE Am., Can. Ch. AGBER'S Daniel Aloysius

DAM Tudor's Spring Dandelion

DATE OF BIRTH 5/24/75 COLOR yellow

DATE OF SALE July 10, 1975 AKC # SB 755688

Showable dogs are adults or pups that go beyond and above the definition of pet or companion dog. These animals must be purebred and free of disqualifying faults and registered with the AKC. This dog is in no way guaranteed to win in the show ring and should be of such quality to qualify as brood bitch or stud dog. It is understood that with proper care on the part of the buyer in due time said dog should be of acceptable temperament and structure and should embody the basic type of the Labrador Retriever.

This dog is guaranteed as follows:

1. To be purebred and registerable with the AKC.
2. To be in good health and free of any communicable disease at the time of sale as diagnosed by a licensed veterinarian and so stated in the accompanying health certificate.
3. To be free of any disqualifying faults as per the AKC standard.
4. The hips are to be functionally sound, that is normal or near normal as diagnosed with a radiograph by a licensed veterinarian.
5. To be free of Progressive Retinal Atrophy.

Should cause for claim arise under the terms of this agreement, the buyer shall return above mentioned dog, at his expense, alive and with registration papers to the seller. Disposition of said dog shall be at the discretion of the seller. Upon safe return of the dog, the seller agrees to replace the animal with one of equal value, from the first available litter, within one year of claim date.

BUYER: Dennis W. Liversy SELLER: Agnes Cartier

OFFICIAL AMERICAN KENNEL CLUB ENTRY FORM

Twelfth Annual All-Breed Dog Show and Obedience Trial
SAND AND SEA KENNEL CLUB, INC.
(187)

Robert J. Miller Airpark, Rt. 530, Berkeley Twp., N.J.
SUNDAY - AUGUST 14, 1977

ENCLOSE 10 for entry fees.

* IMPORTANT—Read Carefully Instructions on Reverse Side Before Filling Out

Breed LABRADOR RETRIEVER	Variety See Instruction #1, reverse side (if any)	Sex F
DOG Show Class OPEN AOC	See Instruction #2, reverse side (Give age, color or weight if class divided)	Obedience Trial Class
If dog is entered for Best of Breed (Variety) Competition—see Instruction #3, reverse side — CHECK THIS BOX ☐		Additional Classes
If entry of dog is to be made in Jr. Showmanship as well as in one of the above competitions, check this box, and fill in data on reverse side. ☐		If for Jr. Showmanship only then check THIS box, and fill in data on reverse side. ☐
Name of Actual Owner(s) DENNIS LIVESEY/PATRICIA LIVESEY/A. CARTIER	See Instruction #4, reverse side	
Name of Licensed Handler (if any)	handler ☐	
Full Name of Dog AGBER'S DARLYN		
Insert one of the following: AEC Reg. # SB755688 AEC Litter # LLP # Foreign Reg. # & Country	Date of Birth 5-24-75	Place of Birth ☒ U.S.A. ☐ Canada ☐ Foreign Do not print the above in catalog
Breeder. AGNES CARTIER		
Sire AGBER'S DANIEL ALOYSIUS		
Dam TUDOR'S SPRING DANDELION		

Owner's Name **DENNIS LIVESEY**
(Please print)

Owner's Address **197 EAST MAIN STREET**

City **RAMSEY** State **N.J.** Zip Code **07446**

I CERTIFY that I am the actual owner of this dog, or that I am the duly authorized agent of the actual owner whose name I have entered above. In consideration of the acceptance of this entry, I (we) agree to abide by the rules and regulations of The American Kennel Club in effect at the time of this show or obedience trial, and by any additional rules and regulations appearing in the premium list for this show or obedience trial or both, and further agree to be bound by the "Agreement" printed on the reverse side of this entry form. I (we) certify and represent that the dog entered is not a hazard to persons or other dogs. This entry is submitted for acceptance on the foregoing representation and agreement.

SIGNATURE of owner or his agent
duly authorized to make this entry

Joy Quallenberg

OFFICIAL AMERICAN KENNEL CLUB ENTRY FORM

I ENCLOSE \$

for entry fees.

* IMPORTANT—Read Carefully Instructions on Reverse Side Before Filling Out

Breed	Variety See Instruction #1, reverse side (if any)	Sex
DOG Show Class	See Instruction #2, reverse side (Give age, color or weight if class divided)	Obedience Trial Class
If dog is entered for Best of Breed (Variety) Competition—see Instruction #3, reverse side — CHECK THIS BOX ☐		Additional Classes
If entry of dog is to be made in Jr. Showmanship as well as in one of the above competitions, check this box, and fill in data on reverse side. ☐		If for Jr. Showmanship only then check THIS box, and fill in data on reverse side. ☐
Name of Actual Owner(s)	See Instruction #4, reverse side	
Name of Licensed Handler (if any)	[handler] *	
Full Name of Dog *		
Insert one of the following: AKC Reg. # AKC Litter # I.L.P. # Foreign Reg. # & Country	Date of Birth	Place of Birth ☐ U.S.A. ☐ Canada ☐ Foreign Do not print the above in catalog *
	Breeder. *	
Sire	***	
Dam	*	

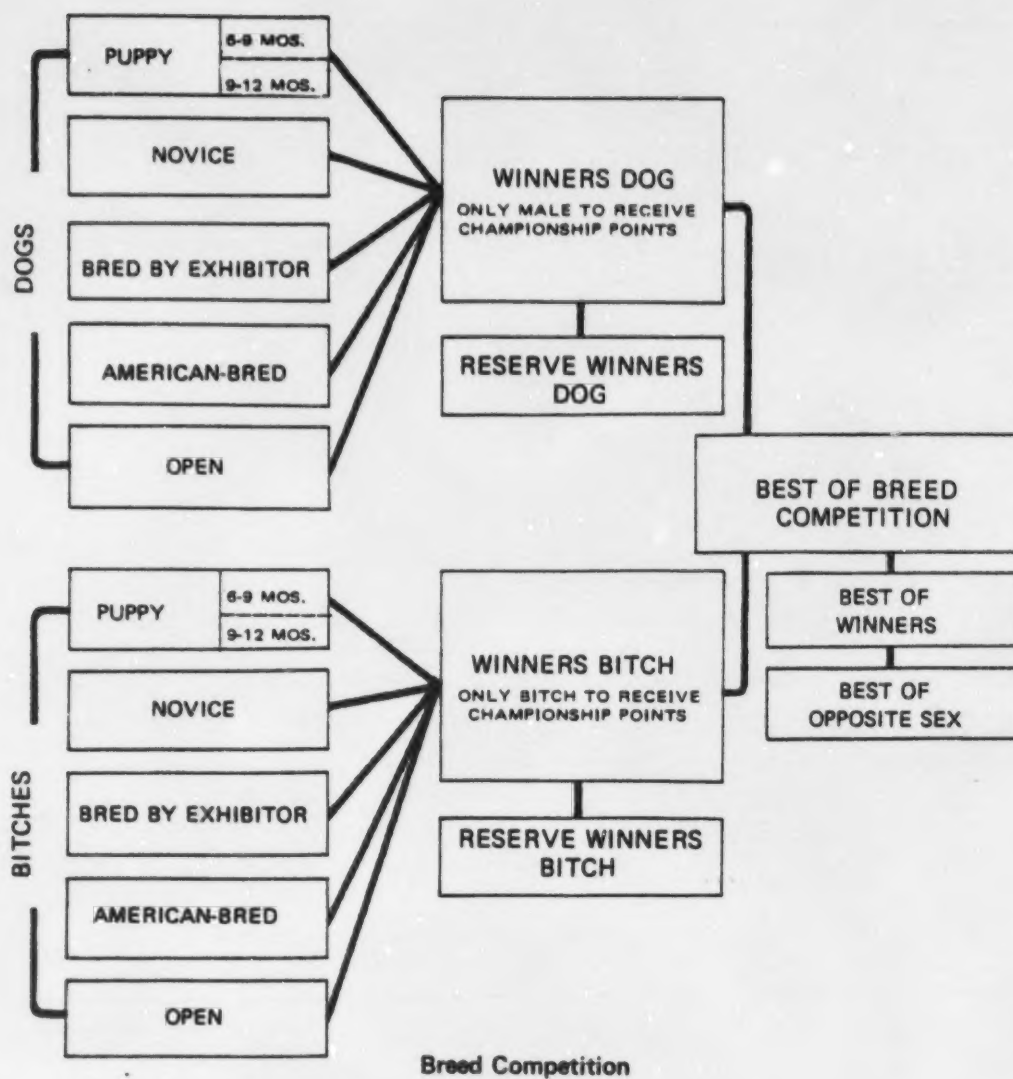
Owner's Name _____ (Please print)

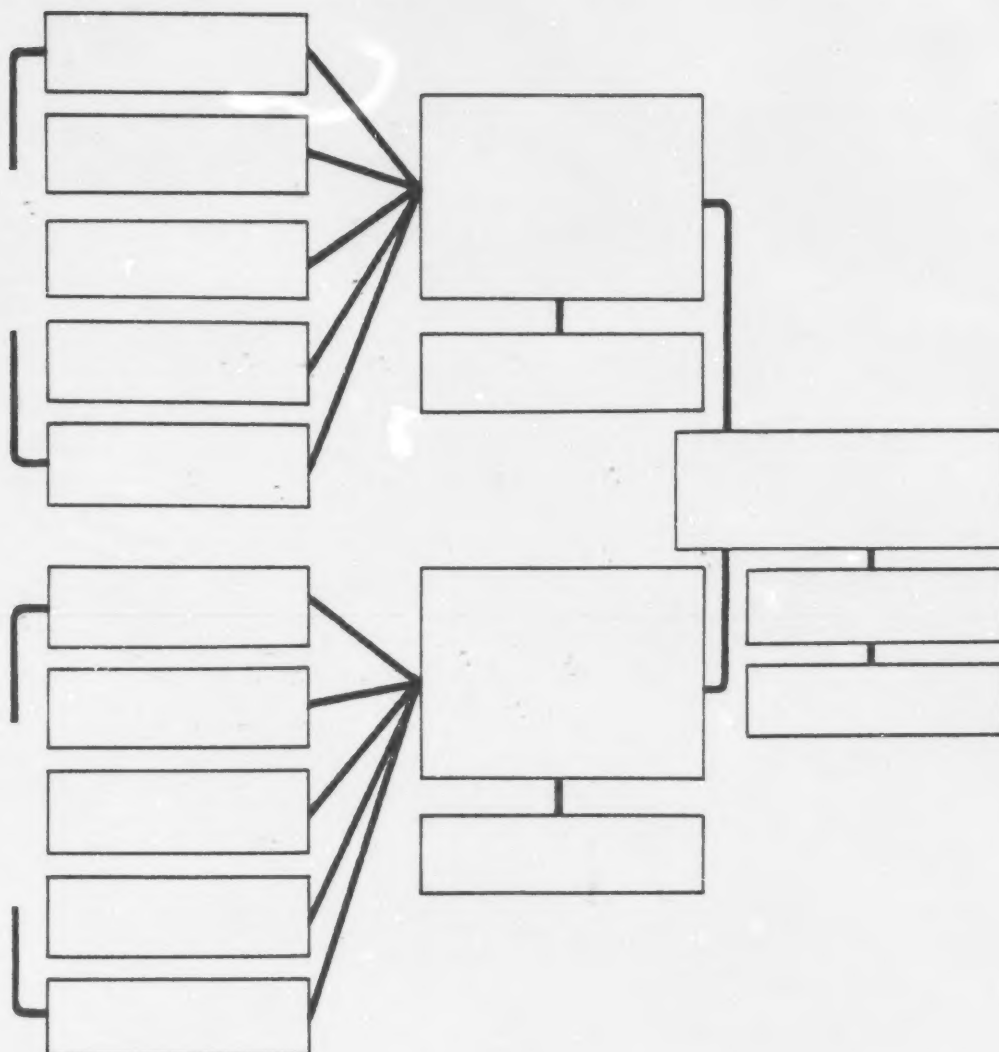
Owner's Address _____

City _____ State _____ Zip Code _____

I CERTIFY that I am the actual owner of this dog, or that I am the duly authorized agent of the actual owner whose name I have entered above, in consideration of the acceptance of this entry, I (we) agree to abide by the rules and regulations of The American Kennel Club in effect at the time of this show or obedience trial, and by any additional rules and regulations appearing in the premium list for this show or obedience trial or both, and further agree to be bound by the "Agreement" printed on the reverse side of this entry form. I (we) certify and represent that the dog entered is not a hazard to persons or other dogs. This entry is submitted for acceptance on the foregoing representation and agreement.

SIGNATURE of owner or his agent *
duly authorized to make this entry _____





Breed Competition

Dog Shows

- I. List in catalog order the six groups of dogs.

- II. What are four requirements to become a champion?

- III. Following is an entry in a catalog. Tell what each part is.

15 Spenrock Baroke Buffet, SB877352,
11-2-73, Breeder: J. Churchill, By Ch.
Spenrock's Cajun-Ch.Sandylands Mona
Lisa: Agber Knls.Reg. Box 97, Pittenger
Pond Rd., Freehold, N.J. 07728.

- IV. List the ribbon colors for 1st — 4th in regular and non-regular classes.

<u>Regular</u>	<u>Non-regular</u>
1st	1st
2nd	2nd
3rd	3rd
4th	4th

V. Define the dog show classes; list them in the correct judging order.

VI. Define the following terms or initials.

WD

WB

RWD

RWB

BW

BOS

BB

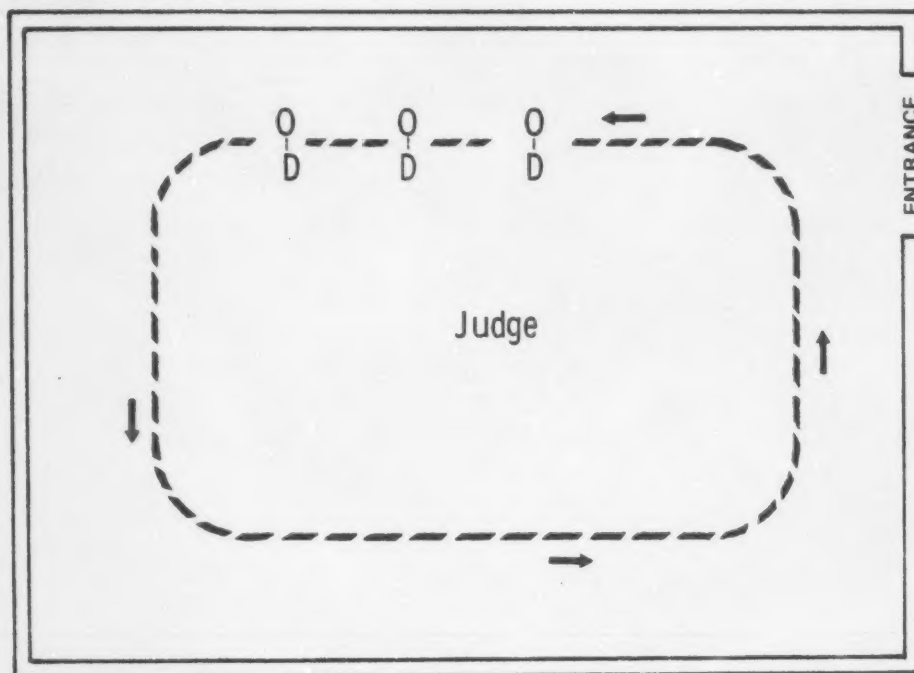
BIS

CH

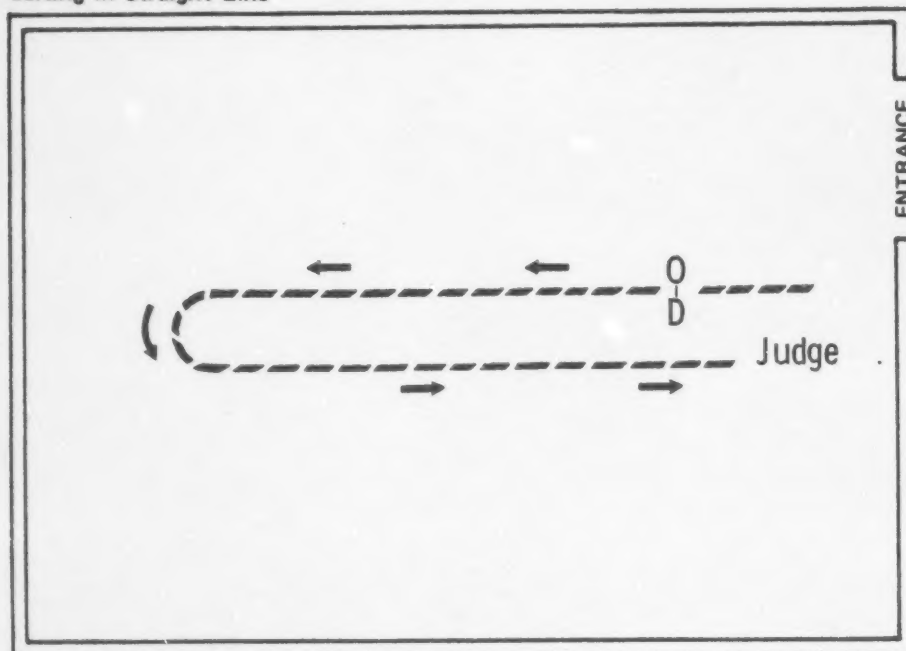
MAJOR

SPECIAL

Gaiting Around Ring



Gaiting in Straight Line



O - OWNER

D - DOG

Obedience Trials

1. Obedience trials started more than 40 years ago, but obedience training itself is centuries old.
2. In 1910, Europeans began training dogs for police and army work with some degree of uniformity. The United States followed with military training.
3. Obedience trials are tests which are basic for all forms of dog training.
 - a. Basic training for good behavior
 - b. Basic training to be a better family member
4. Each obedience exercise has a special application in dog behavior.
5. Dogs must be purebred and AKC-registered to compete.
6. Spayed or castrated animals MAY be shown in obedience trials.
7. Dogs must be at least 6 months of age to compete.
8. Blind and deaf dogs may not compete.

Housebreaking Puppies

1. Adopt a definite feeding schedule of 3-4 times a day and stick to it.
2. Take puppy out to relieve itself after each meal.
3. Take puppy out after each active play period.
4. Take puppy out after waking from a nap.
5. If puppy has a favorite spot to urinate or defecate, take puppy to it.
6. 3-6 Months — take out at least 5 or 6 times a day.
6-9 Months — take out about 4 times a day.
Older — take out about 3 times a day.
7. If pupoy has an accident in house, get to puppy promptly and in a firm voice explain the awful mistake.
 - a. Push nose close to mess.
 - b. Scold puppy.
 - c. Smack rump with a newspaper, NEVER your hand.
8. Praise puppy for doing right.
9. Keep puppy confined to smaller areas until housebroken.

Breaking Chewing Habits

1. Spray items that dog has chewed and tends to go back to with Chew Stop or a commercial spray.
2. Use alum and water to make a paste and smear on chewed objects.
3. Tabasco or a hot sauce can also be used.
4. Dog may chew out of boredom — leave radio on when not home.
5. If object is big (garbage can, bed pillow) the mousetrap technique will definitely work.
6. Give dog plenty of rawhide and rubber toys.

Jumping on People

1. Be consistent — dog must be corrected *every* time it jumps, or the correction will not be successful.
2. A corrective jerk and firm "NO" will work if you use it every time.
3. Grown dog
Have someone hold dog with collar and leash on, and when dog jumps on you let this person give a corrective jerk and say "NO."
4. Kneeing and stepping on toes not necessary if you are consistent in your demands.

Fundamentals of Dog Housing

1. Three fundamental conditions for a comfortable dog (kennel development)
 - a. Dryness
 - b. Sunlight
 - c. Proper ventilation
2. Three conditions for a healthy dog (kennel management)
 - a. Exercise
 - b. Feeding
 - c. Cleanliness
3. Dryness — most important
 - a. Dampness causes most dog ills.
 - b. Ills include coughs, kidney problems, lameness.
4. Sunlight
 - a. Sun's rays have heating effect.
 - b. Dogs are sunbathers by nature — it makes them happy and cheerful.
5. Effects of poor ventilation and drafts
 - a. Drafts — the unnoticed killer
 - b. Draft always dangerous except in warm weather.
 - c. Fresh air is needed to keep stale air moving and away from dog.

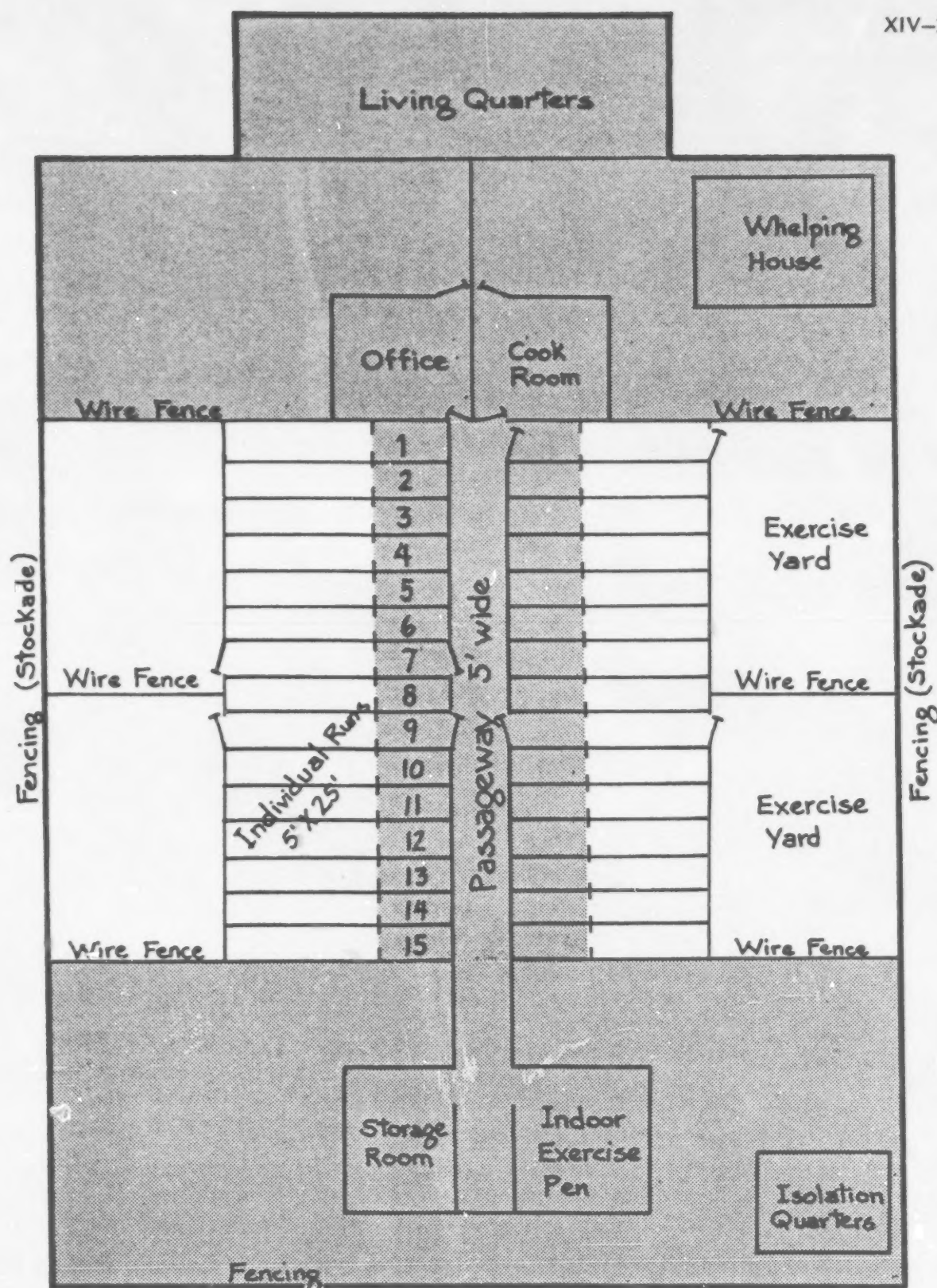


Diagram of a Private Breeding Kennel or Handler's Kennel

(Shaded area is indoors; unshaded area is outdoors.)

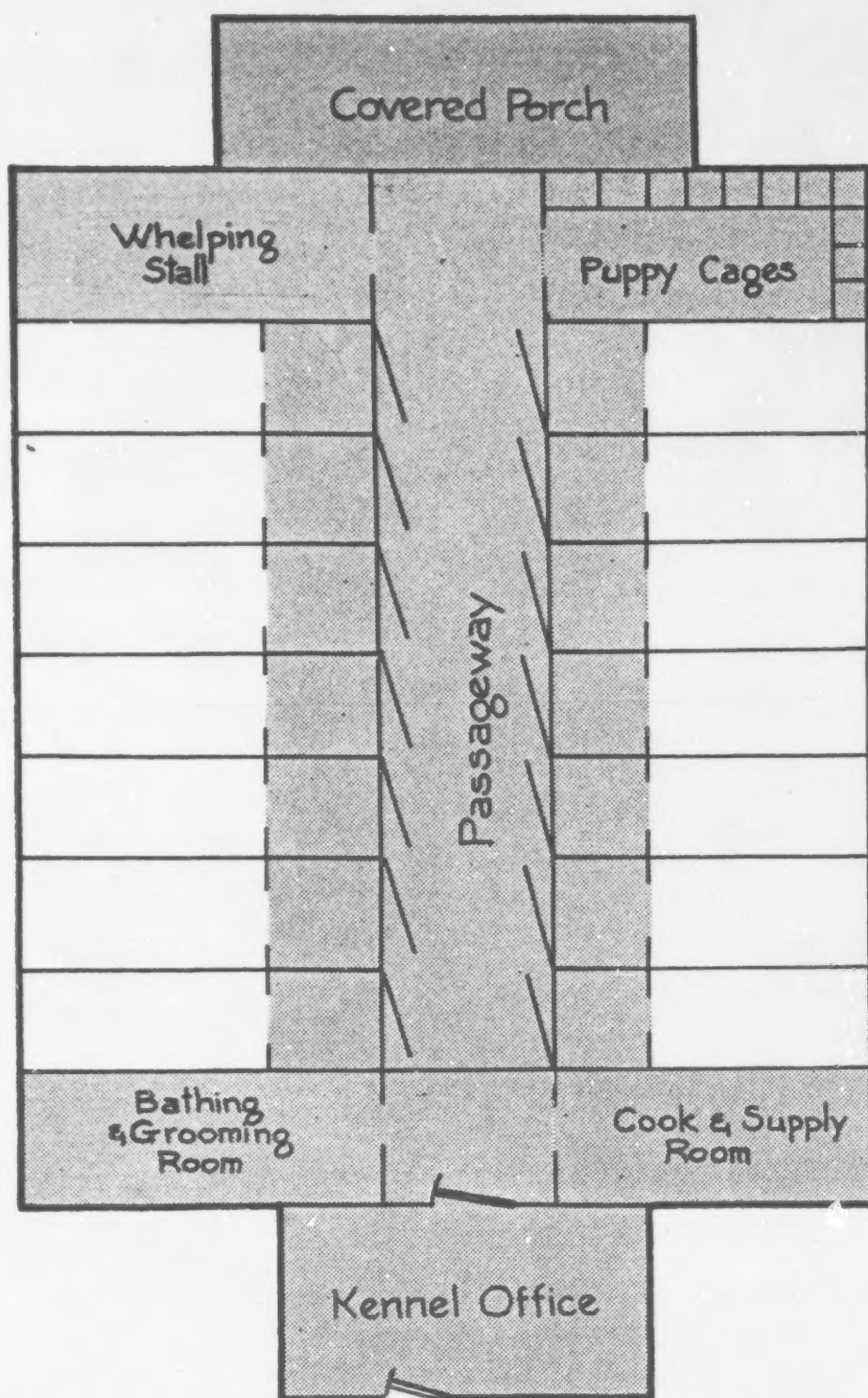


Diagram of a Boarding Kennel or a Private Breeder's Kennel
(Shaded area is indoors; unshaded area is outdoors.)

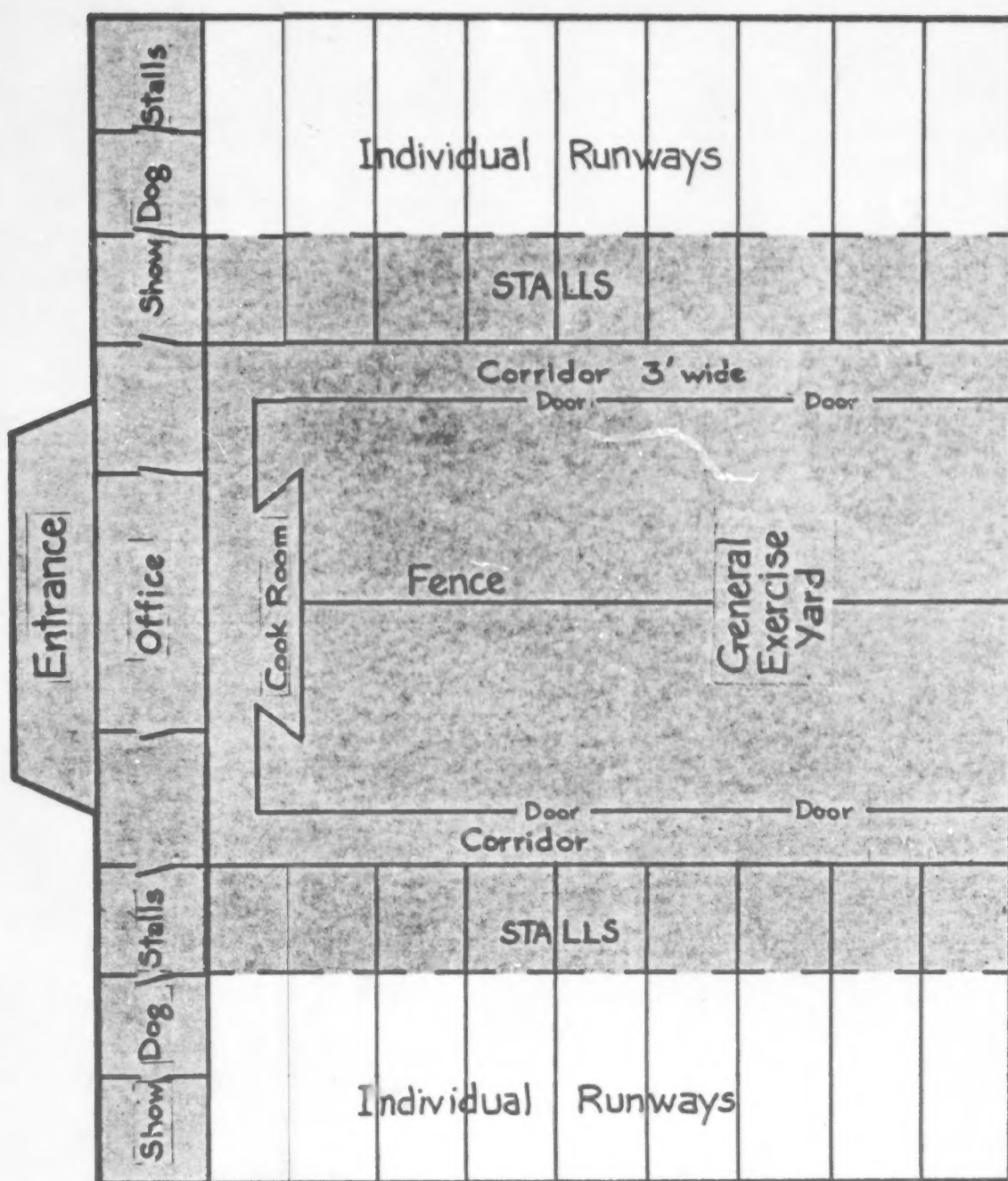
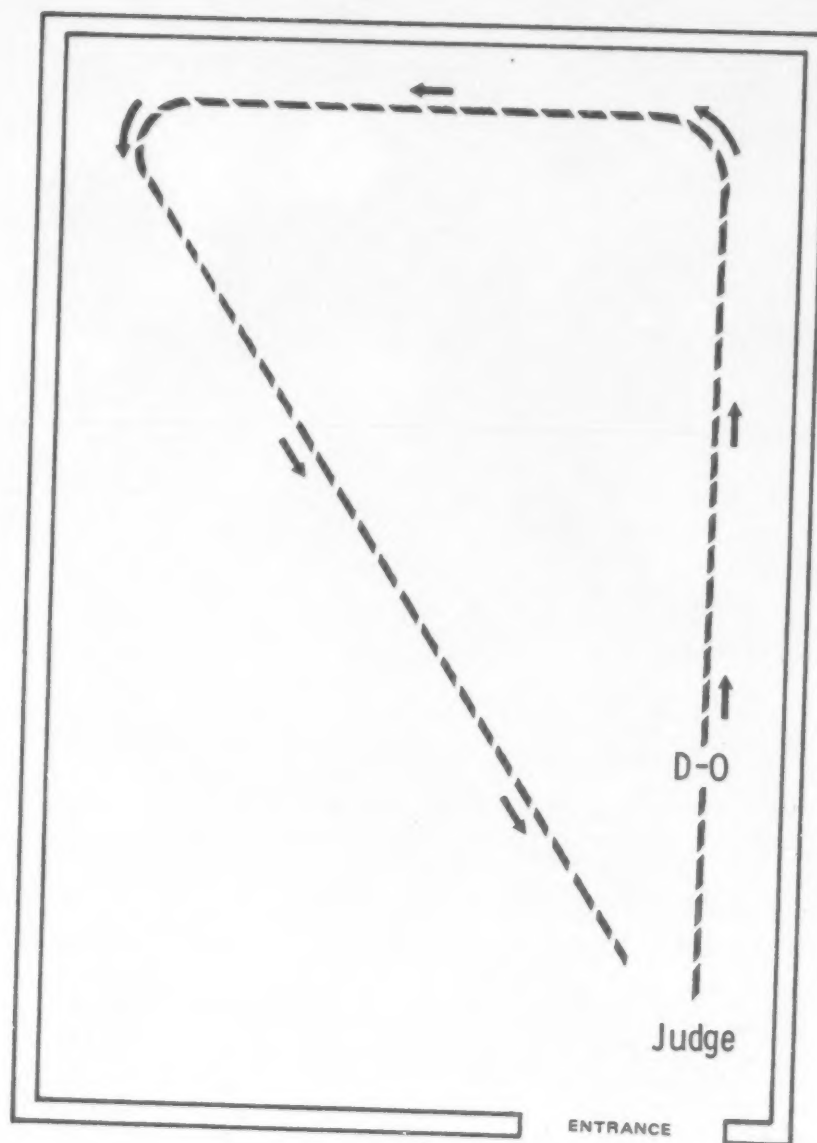


Diagram of a Boarding Kennel or a Handler's Kennel
(Shaded area is indoors; unshaded area is outdoors.)

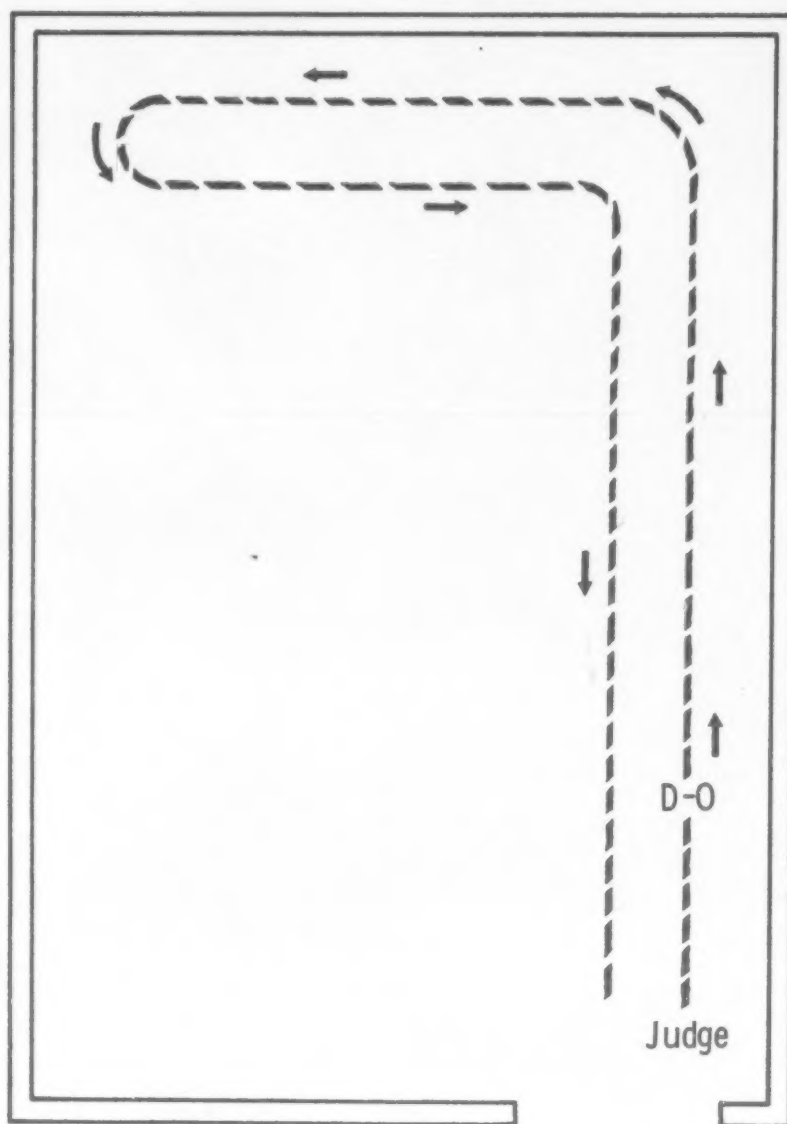
Gaiting in Triangular Pattern



O - OWNER

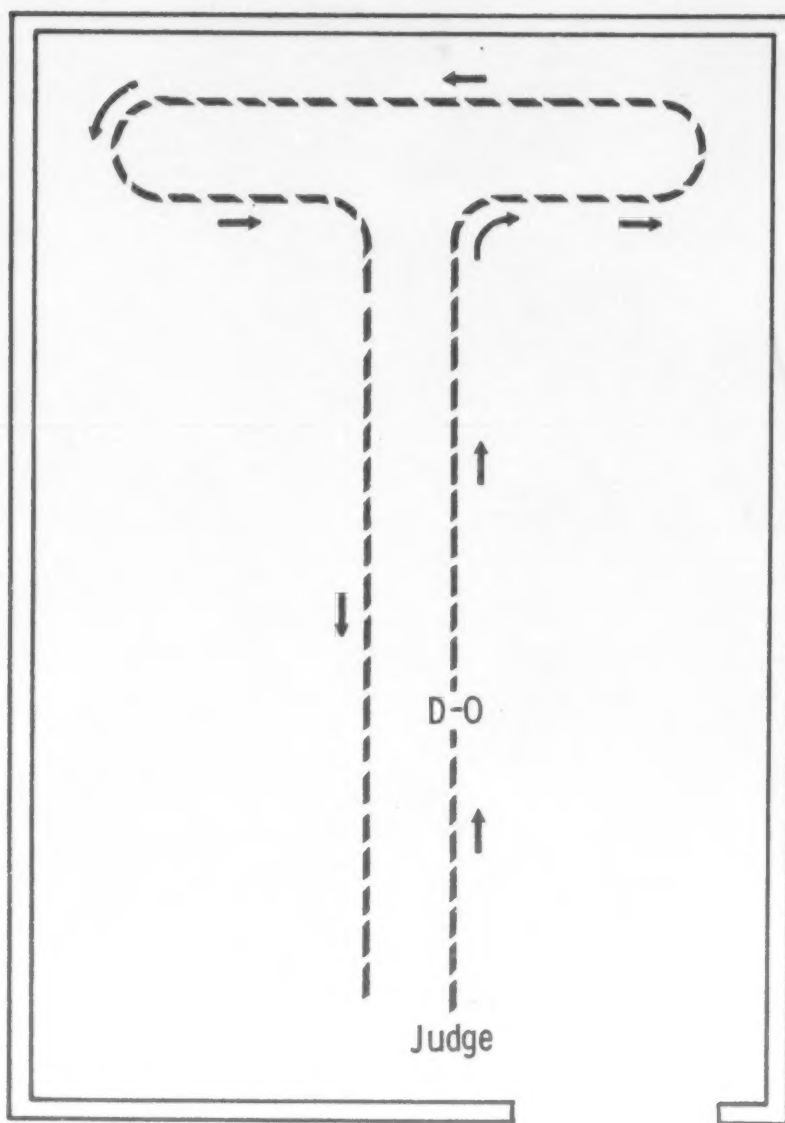
D - DOG

Gaiting in "L" Pattern



O - OWNER D - DOG

Gaiting in "T" Pattern



O - OWNER D - DOG

Attire and Attitude in Dog-Show Ring

1. Good manners, proper dress, and courtesy are expected of any exhibitor.
2. Dress according to expected weather.
3. Footwear should be comfortable and safe. A solid shoe with rubber soles is advisable.
4. Do not overdress. It causes embarrassment and distracts the judge and fellow exhibitors.
5. For women, a comfortable dress that allows free movement and has a side pocket for bait is most appropriate.
6. Men in the show ring should wear jackets and ties.
7. If possible dress to the color of the dog you are showing: a darker color for a lighter dog; a lighter color for a darker dog. If showing many dogs, a colorful pastel or a neutral color is best.
8. Attitude can make the difference between winning and losing.
9. Proper courtesy to the judge and exhibitors is a **MUST** in the ring.
10. *Do not be late for judging.* It will irritate the judge and hurt your chances of winning.

Two Pages Taken From a Judging Program

INDEX OF BREEDS

This index has been prepared to enable exhibitors to (1) identify the Ring(s) in which their Breed(s) is(are) to be judged and (2) have an approximation of the number of dogs entered. The entry figures are not to be taken as a representation on the part of the Superintendent that all dogs entered will be present on the Show day.

Entry	Breed	Ring	Time
3	Affenpinschers.....	4	12:00 Noon
30	Afghan Hounds.....	6	12:00 Noon
5	Airedale Terriers.....	3	10:00 A.M.
23	Akitas.....	8	9:00 A.M.
19	Alaskan Malamutes.....	8	10:00 A.M.
3	Australian Terriers.....	3	9:00 A.M.
5	Basenjis.....	5	12:00 Noon
8	Basset Hounds.....	6	9:00 A.M.
1	Beagles, Not Exceeding 13 in.....	6	10:00 A.M.
6	Beagles, Over 13 in. But Not Exceeding 15 in.....	6	9:00 A.M.
4	Bearded Collies.....	9	11:00 A.M.
2	Bedlington Terriers.....	2	10:00 A.M.
7	Belgian Sheepdogs.....	8	11:00 A.M.
18	Bichons Frises.....	7	11:30 A.M.
1	Bloodhounds.....	6	10:00 A.M.
2	Border Terriers.....	2	10:00 A.M.
8	Borzoi.....	5	12:00 Noon
4	Boston Terriers.....	7	12:15 P.M.
4	Bouviers des Flandres.....	8	11:00 A.M.
21	Boxers.....	9	9:00 A.M.
4	Briards.....	1	11:00 A.M.
4	Brussels Griffons.....	4	12:00 Noon
1	Bull Terriers (White).....	3	9:00 A.M.
13	Bulldogs.....	7	9:00 A.M.
4	Bulldogstiffs.....	1	9:00 A.M.
7	Cairn Terriers.....	3	12:00 Noon
1	Chihuahuas (Long Coat).....	4	12:00 Noon
1	Chihuahuas (Smooth Coat).....	4	12:00 Noon
12	Chow Chows.....	7	9:00 A.M.
11	Collies (Rough).....	10	11:00 A.M.
6	Collies (Smooth).....	10	11:00 A.M.
12	Dachshunds (Longhaired).....	6	11:00 A.M.
20	Dachshunds (Smooth).....	6	10:00 A.M.
5	Dachshunds (Wirehaired).....	6	11:00 A.M.
7	Dalmatians.....	7	10:00 A.M.
8	Dandie Dinmont Terriers.....	1	11:00 A.M.
24	Doberman Pinschers.....	5	11:00 A.M.
1	English Toy Spaniels (Blenheim & Prince Charles).....	4	12:00 Noon
5	Fox Terriers (Smooth).....	3	9:00 A.M.
2	Fox Terriers (Wire).....	3	10:00 A.M.
2	French Bulldogs.....	7	10:00 A.M.
11	German Shepherd Dogs.....	10	10:00 A.M.
3	Giant Schnauzers.....	8	11:00 A.M.
47	Great Danes.....	5	9:00 A.M.
4	Great Pyrenees.....	9	9:00 A.M.
1	Greyhounds.....	5	12:00 Noon
6	Irish Terriers.....	2	10:00 A.M.
8	Irish Wolfhounds.....	5	1:00 P.M.
8	Italian Greyhounds.....	4	9:00 A.M.

Entry	Breed	Ring	Time
5	Vizslas.....	1	9:00 A.M.
7	Weimaraners.....	1	9:00 A.M.
2	Welsh Corgis (Cardigan).....	8	9:00 A.M.
4	Welsh Corgis (Pembroke).....	8	10:00 A.M.
7	Welsh Terriers.....	3	9:00 A.M.
10	West Highland White Terriers.....	3	11:00 A.M.
11	Whippets.....	5	12:00 Noon
29	Yorkshire Terriers.....	4	10:45 A.M.

PROGRAM OF JUDGING

There are 1,109 dogs entered in this show with a total of 1,137 entries in 115 different breeds or varieties.

In accordance with Chapter 10, Section 8, "Rules Applying to Registration and Dog Shows;" and with American Kennel Club approval Mrs. Marion Mangrum will judge Collies, German Shepherd Dogs, Old English Sheepdogs and St. Bernards in place of Mr. Faigel. Dr. John Shelton will judge Salukis in place of Mr. Faigel. Mr. Denis Grivas will judge Bernese Mt. Dogs, Briards and Dandie Dinmont Terriers in place of Mr. Faigel. Mr. Henry Stoecker will judge Bedlington Terriers, Border Terriers, Irish Terriers, Kerry Blue Terriers and Standard Manchester Terriers in place of Mr. Faigel.

For your convenience, the following division of sexes has been carefully tabulated; however, neither the Club nor the Superintendent assumes responsibility for absolute accuracy.

RING ONE

JUDGE: Mr. Denis J. Grivas
9:00 A.M.

- 5 - Vizslas 2-1
- 7 - Weimaraners 3-0-4
- 4 - Mastiffs 1-1-2
- 4 - Bullmastiffs 0-2-2
- 1 - Spaniels (Brittany) 1-0-0
- 3 - Spaniels (Cocker) 1-0-2
- 1 - Spaniels (Field) 0-0-1

10:00 A.M.

- 10 - Spaniels (Cocker) Black 2-4-4
- 13 - Spaniels (Cocker) A.S.C.B. 5-5-3
- 1 - Pulik 0-0-1
- 1 - Komondors 0-0-1

88 Total Dogs

RING TWO

JUDGE: Mr. Henry H. Stoecker
9:00 A.M.

- 6 - Pointers 1-2-3
- 19 - Retrievers (Golden) 5-8-6

10:00 A.M.

- 2 - Retrievers (Flat Coated) 0-0-2
- 2 - Bedlington Terriers 0-2-0
- 2 - Border Terriers 0-2-0
- 6 - Irish Terriers 2-3-1
- 13 - Kerry Blue Terriers 2-5-6

11:00 A.M.

- 1 - Manchester Terriers (Standard) 1-0-0
- 16 - Retrievers (Labrador) 3-8-5

11:45 A.M.

- 42 - Siberian Huskies 15-19-8

109 Total Dogs

RING THREE

JUDGE: Mr. Jon R. Cole
9:00 A.M.

- 1 - Bull Terriers (White) 1-0-0
- 5 - Fox Terriers (Smooth) 1-1-3
- 5 - Staffordshire Bull Terriers 2-3-0
- 3 - Australian Terriers 0-2-1
- 7 - Welsh Terriers 2-3-2
- 3 - Lakeland Terriers 1-1-1

10:00 A.M.

- 5 - Airedale Terriers 2-3-0
- 2 - Fox Terriers (Wire) 0-1-1
- 16 - Miniature Schnauzers 8-10-0

11:00 A.M.

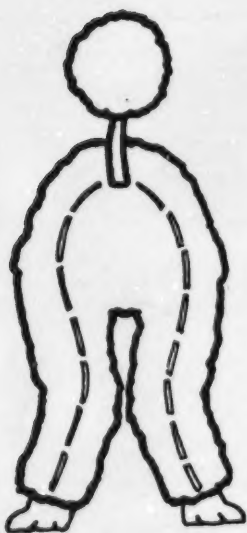
- 5 - Scottish Terriers 0-3-2
- 9 - Soft-Coated Wheaten Terriers 3-5-1
- 10 - West Highland White Terriers 2-5-3

73 Total Dogs

Correcting Cowhocks



A. Normal Hindquarters

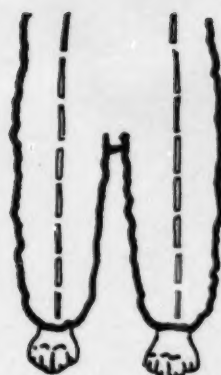


B. Poorly Groomed Cowhocks

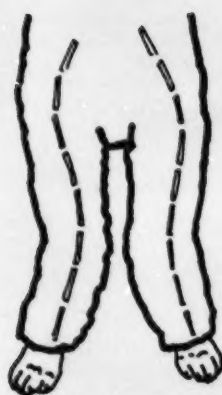


C. Correctly Groomed Cowhocks

Correcting a Poor Front



A. Normal Front

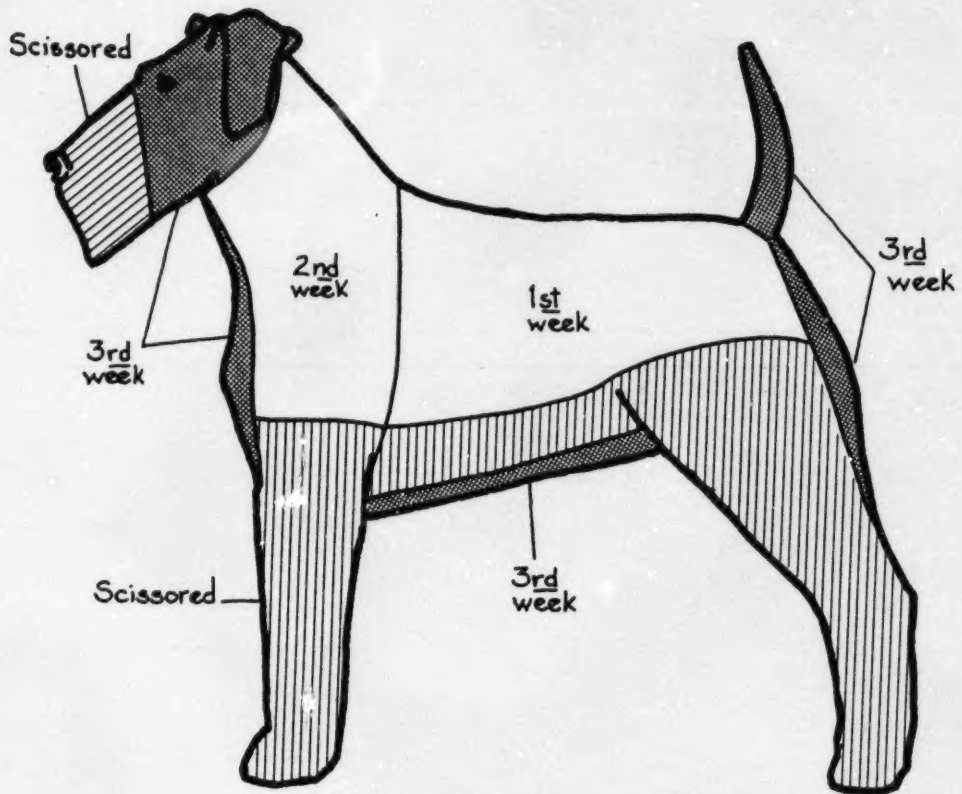


B. Poorly Groomed Front



C. Correctly Groomed Front

Hand-Stripping Wire Fox Terrier by Sections



Show-Grooming Setters' Feet

Materials: Oster Clipper, #15 blade, thinning shears, scissors, slicker brush, combination comb, grooming table with post and loop, nail trimmer and grinder.

- Procedure:**
1. Place dog on table with head in loop. Adjust to size.
 2. Using clipper, clip the hair between toes of all four feet (V-pads only).
 3. Brush hair up on back of hocks and trim even to leg with thinning shears.
 4. Comb out mats between toes with slicker brush and comb. DO NOT scissor them out!
 5. Scissor outer edge of foot for a small, compact look.
 6. Comb hair up between toes.
 7. Trim toe hair even with the foot with thinning shears.
 8. Clip long nails.

Obedience Trial Classes

1. Tracking (TD), novice (CD), open (CDX) and utility (UD) are four divisions of obedience trial classes.
2. Tracking Dog (TD)
 - a. Locate missing object 440 yards away on a trail over 30 minutes old.
 - b. Trail must have at least 2 turns in it.
 - c. Dog must find object to pass.
3. Novice Classes
 - a. CD = Companion Dog
 - b. Heel on leash and figure 8
 - c. Stand for examination
 - d. Heel free
 - e. Recall
 - f. Long sit — 1 minute
 - g. Long down — 3 minutes
4. Open Classes
 - a. CDX = Companion Dog Excellent
 - b. Heel free and figure 8
 - c. Drop on recall
 - d. Retrieve on flat
 - e. Retrieve over jump
 - f. Broad jump
 - g. Long sit — 3 minutes; long down — 5 minutes
5. Utility Classes
 - a. UD = Utility Dog
 - b. Scent discrimination (2)
 - c. Directed retrieve
 - d. Signal exercise
 - e. Directed jumping
 - f. Group examination

OBEDIENCE TRIAL SCORE BREAKDOWN

DATE.....

NOVICE.....CLASS
(A or B)

DOG No.....

SHOW.....

BREED.....

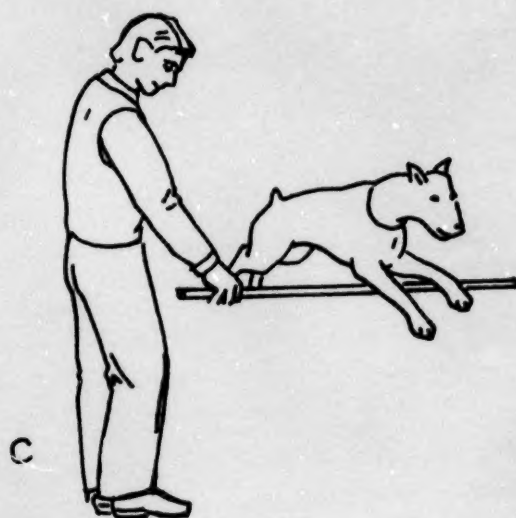
EXERCISE	MAXIMUM POINTS	NON-QUALIFYING		QUALIFYING (OVER 50%)		SCORE
		ZERO	LESS THAN 50%	SUBSTANTIAL	MINOR	
HEEL ON LEASH AND FIGURE 8	35	Unmanageable..... ☐ Unqualified heeling..... ☐	Handler continually adapts pace to dog..... ☐ Constant tight leash, or guiding..... ☐ Extra command or signal..... ☐	Heeling Fig. 8 ☐ Occasional tight leash..... ☐ ☐ Forging.....Crowding handler..... ☐ ☐ Sniffing..... ☐ ☐ Lagging..... ☐ ☐ Heeling wide - on turns - abouts..... ☐ ☐ No sits.....Poor sits..... ☐ ☐ Handler error..... ☐		
STAND FOR EXAMINATION	30	Sits before or during examination..... ☐ Growls or snaps..... ☐	Moves away before or during examination..... ☐ Shows shyness or resentment..... ☐ Name, command and signal..... ☐	☐ Moving feet..... ☐ ☐ Moves after examination completed..... ☐ ☐ Sits as handler returns..... ☐ ☐ Leash on floor. Tight leash..... ☐ ☐ Handler error..... ☐		
RECALL	30	Didn't come on first command or signal..... ☐	Extra command or signal..... ☐ Moved from position..... ☐ Anticipated recall command..... ☐ Sat out of reach..... ☐	☐ Slow response ☐ Sniffing ☐ No sit in front ☐ No finish Poor sit..... ☐ Poor finish..... ☐ Handler error..... ☐		
SUB-TOTAL						
LONG SIT (1 Minute)	30	Did not remain in place..... ☐ Disturbed other dog..... ☐	Stood or lay down before 45 seconds..... ☐	☐ Stood or lay down after 45 seconds ☐ Minor move before handler returns Minor move after handler returns to heel position..... ☐		
LONG DOWN 3 MIN.	30	Did not remain in place..... ☐ Disturbed other dog..... ☐	Sat or stood before 2 minutes and 15 seconds..... ☐	☐ Sat or stood after 2 min. and 15 sec. ☐ Minor move before handler returns Minor move after handler returns to heel position..... ☐		
TOTAL SCORE						
Less Penalty for Unusual Behavior		Disciplining ☐ Fouling Ring ☐ Barking ☐ Leaving Ring ☐ Rules Violation ☐ PENALTY ☐				
EXPLANATION OF PENALTY		TOTAL SCORE ☐				

MAKE PURINA DOG CHOW YOUR CHOICE

Prepared by Ralston Purina Company • St. Louis, Missouri



Training a Dog To Jump



Broad Jump



A SAMPLE RESUME

NAME: Jane Doe
ADDRESS: 1001 Main Street, Anytown, U.S.A.
TELEPHONE: 765-4321

Personal Information:

Date of Birth: January 5, 19—
Birthplace: Anytown, U.S.A.
Height: 5' 5"
Weight: 110 lbs.
Health: Excellent (perfect attendance this year)
 Problems (if at all serious, describe frankly)
Career Objective: To work with animals

Educational Information:

Will be graduated June 5, 19— from North High School
Class Standing: Upper third (or other position in standing)
Major: Small Animal Care, including pet-shop work and technician training
Related Subjects: Animal nutrition, breeding, first aid, dog handling
Activities: Honor society, cheerleader; senior class social chairman, treasurer, Kennel Club (or others)
Hobbies: Dog training, swimming, skiing, sewing, photography (or others)

Work Experience:

Part-time selling, Hilltop Pet Shop, Anytown
 Part-time maintenance work (indoors and outdoors), Route 18
 Boarding Kennel
 Cashier, Neighborhood Theater (evenings and Saturday, 2 years)
 Others

References:

Mr. John Smith, counselor
 North High School, 2004 North St., Anytown 765-1224
 Mrs. T. L. Brown, director
 Anytown Day Camp, 151 Glen St., Anytown 765-2413
 Rodney Green, owner, Hilltop Pet Shop, 13 Main St., Anytown
 The Reverend Frank M. Robbins
 Anytown Church, 1250 Main St., Anytown, 765-2212
 Others

APPLICATION FOR EMPLOYMENT

DATE

SOCIAL SECURITY #

LAST NAME

FIRST

MIDDLE

STREET ADDRESS

CITY

STATE

ZIP

TELEPHONE #

IN EMERGENCY NOTIFY (NAME)

CITY

STATE

ZIP

TELEPHONE #

Employment Desired

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW?

IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER

EVER APPLIED TO THIS COMPANY BEFORE?

WHERE

WHEN

Educational History

ELEMENTARY SCHOOL

YEARS ATTENDED

HIGH SCHOOL (NAME)

YEARS ATTENDED

MAJ. SUBJECT

COLLEGE (NAME)

YEARS ATTENDED

MAJ. SUBJECT

DEGREE

HAVE YOU EVER WORKED OR ATTENDED
SCHOOL UNDER ANOTHER NAME?HAVE YOU EVER WORKED FOR THIS
COMPANY?

IF YES - NAME:

IF YES

FROM

TO

HAVE YOU EVER BEEN CONVICTED OF A CRIME OTHER THAN MINOR TRAFFIC VIOLATIONS? IF YES - EXPLAIN:

Military Experience

BRANCH OF SERVICE:

MILITARY SPECIALITY

HIGHEST RANK

SERVICE SCHOOLS ATTENDED

COURSE

WE ARE AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

WORK EXPERIENCE

XVIII-2b

DATES EMPLOYED	NAME OF PRESENT AND PREVIOUS EMPLOYERS	POSITION HELD	SALARY	REASON FOR LEAVING
From			start	
To	Address		final	
From			start	
To	Address		final	
From			start	
To	Address		final	
From			start	
To	Address		final	

LIST ALL LANGUAGES OTHER THAN ENGLISH THAT YOU SPEAK OR WRITE FLUENTLY:

1. _____ SPEAK _____ WRITE _____
2. _____ SPEAK _____ WRITE _____
3. _____ SPEAK _____ WRITE _____

LIST MEMBERSHIP IN ALL UNION, PROFESSIONAL, OR TRADE ORGANIZATIONS:

1. _____
2. _____
3. _____

PROFESSIONAL AND CHARACTER REFERENCES:

NAME

ADDRESS

_____	_____
_____	_____
_____	_____

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date

Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By

Date

REMARKS:

Neatness		Character	
Personality		Ability	
Hired	For Dept.	Position	Will Report
			Salary Wages
Approved: 1.	2.	3.	
Employment Manager	Dept. Head	General Manager	

SOCIAL SECURITY

WHERE THE MONEY COMES FROM;
WHERE THE MONEY GOES.

RETIREMENT, SURVIVORS, DISABILITY, AND HOSPITAL INSURANCE

TAXES PAID DURING WORKING YEARS BY

- EMPLOYERS
- EMPLOYEES
- SELF-EMPLOYED PEOPLE

3 SEPARATE TRUST FUNDS



TRUST FUND MONEY USED FOR BENEFITS



RETIREMENT



SURVIVORS



DISABILITY



HOSPITAL

VOLUNTARY MEDICAL INSURANCE

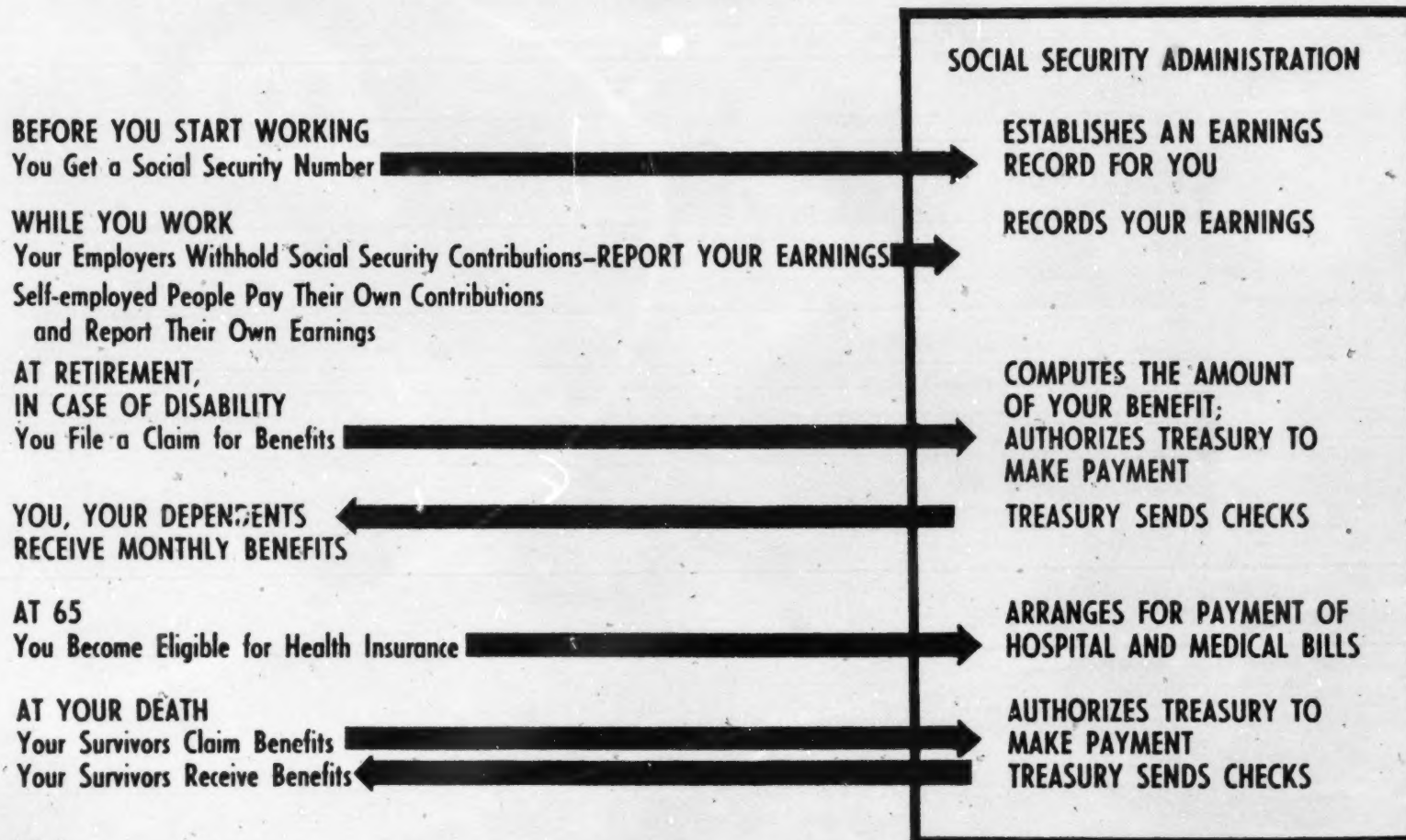
PREMIUMS BY PEOPLE 65 OR OVER
WHO SIGN UP—
EQUAL CONTRIBUTION
BY GOVERNMENT

A SEPARATE TRUST FUND



MEDICAL

FROM SOCIAL SECURITY NUMBER TO SOCIAL SECURITY BENEFITS



Form Approved OMB No. 72-R0571 No social security number may be issued unless this form is completed (CFR Title XXV Sec. 31.6011(b)-2)

ID: _____ CN: _____ DO: _____

APPLICATION FOR A SOCIAL SECURITY NUMBER

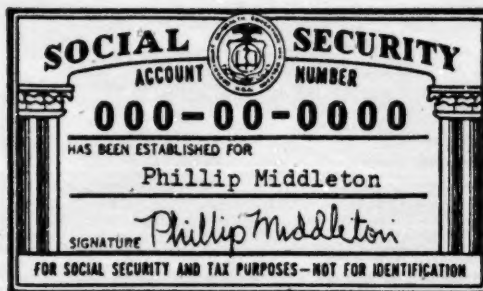
See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter. DO NOT WRITE IN THE ABOVE SPACE

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line) (Last Name)		
2	Print FULL NAME GIVEN YOU AT BIRTH	6	YOUR DATE OF BIRTH (Month) (Day) (Year)
3	PLACE OF BIRTH (City) (County if known) (State)	7	YOUR PRESENT AGE (Age on last birthday)
4	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)	8	YOUR SEX MALE ☐ FEMALE ☐
5	FATHER'S FULL NAME (Regardless of whether living or dead)	9	YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)		
11	YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)		
12	TODAY'S DATE		
13	TELEPHONE NUMBER		
14	NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than \$1 000 or imprisonment for up to 1 year, or both. Sign YOUR NAME HERE (Do Not Print)		

DHEW, Social Security Administration
Form SS-5 (1-76)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Every person in the United States who works must have a SOCIAL SECURITY number. This is a permanent number — you keep it throughout your entire life.



All money's paid for social security by you and your employers are recorded under your name and number.

YOU AS THE EMPLOYEE MUST
AUTHORIZE MOST OF THESE DEDUCTIONS.

PAYROLL DEDUCTIONS

Based on your W-4 form *Social Security Deduction* *You must sign proper form.* *Note: A few states collect this from worker*

Gross Pay	Fed. In. Tax	F.I.C.A.	State Tax	Unemployment Tax	No. _____
	<i>Group</i>	<i>Group</i>	<i>U.S. Savings Bonds</i>		
Union Dues	Health Insurance	Life Insurance	Bonds	Annuity	Employee No. _____
Credit Union	Misc.	<i>Any other agreed deductions</i>			Net Pay: _____

By agreement *By agreement with union.* *Savings or payment on loan* *Check number* *By agreement* *Check or card number* *Pay after all authorized deductions.*

DETACH STUB BEFORE CASHING CHECK

ALWAYS CHECK YOUR STUB.